

TENNESSEE STATE PLAN FOR THE
EDUCATION OF INTELLECTUALLY GIFTED
STUDENTS

Revised August 2010

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This manual is lovingly dedicated to the memory of Tennessee's previous Gifted Coordinator, Mike Copas. Mike held the position of Gifted Coordinator from 2004 until his untimely death in December of 2008. I was extremely fortunate to have worked closely with Mike during those years. The work on this manual began under Mike's direction and clear vision of gifted services in Tennessee. Mike's contributions to furthering services for Tennessee's gifted children were many. Mike is deeply missed by those of us who had the honor of being his friend, experiencing his keen sense of humor and witnessing his love for humanity.

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SECTION 1

GIFTED EDUCATION IN TENNESSEE

POLICY STATEMENT

The guidelines contained in this document reflect sound educational practices consistent with the goals and objectives of Tennessee's Intellectually Gifted education program. These principles incorporate policies, practices and procedures that are designed to find, identify, and serve students who are from traditionally underrepresented populations. These students represent a substantially untapped potential in intellectual and academic areas of scholastic acceleration. Tennessee's State Department of Education has attempted to facilitate the mutually inclusive goals of excellence and equity for all students in our state.

Title VI of the Civil Rights Act prohibits school districts from intentionally discriminating against children on the basis of race, color, or national origin by denying them access to, or treating them differently in providing services, aids, opportunities and benefits as a student. Title VI also provides that school districts may not utilize "criteria or methods of administration" that have the effect of subjecting individuals to discrimination because of their race, color or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of the program for individuals of a particular race, color or national origin. These requirements are applicable to Tennessee school districts (Title VI of the Civil Rights Act of 1964), as recipients of federal financial assistance, and pursuant to the requirements of the State's Title VI implementing statute (42 U.S.C. Sections 2000d et seq.).

Intellectually Gifted is a state specific disability of Special Education in the state of Tennessee. All procedural safeguards with the exception of discipline must be followed. Children identified as intellectually gifted are exempted from the discipline procedures at 34 C.F.R. §300.530-537. Children with a dual diagnosis that includes intellectually gifted must be considered as children with a disability and may not be exempted from the discipline procedures at 34 C.F.R. §300.530-537. [State Board Rules and Regulations 0520-01-09-.02(11)]

Procedural safeguards include obtaining parental permission provided in the parents' dominant language. The ESL Resource Guide states: "a district is responsible for communicating with parents in a language they can understand." This may be done by offering oral or written translations or providing a bilingual aide to help with parental communication, especially if the parent does not read the home language.

The implementation of child find, screening, evaluation, and programming procedures must be viewed as a continually evolving process. The Department of Education is committed to evolve with these efforts, as educational assessment and instructional practices research continues to develop.

INTELLECTUALLY GIFTED DISABILITY ELIGIBILITY STANDARDS

"Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, or their motivation."

John F. Kennedy

1. Definition

"Intellectually Gifted" means a child whose intellectual abilities and potential for achievement are so outstanding the child's educational performance is adversely affected. "Adverse affect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs. [State Board Rules and Regulations 0520-01-09-.02(11)]

2. Evaluation

The characteristics identified in the Intellectually Gifted Definition are present.

Evaluation Procedures

Evaluation of Intellectually Gifted shall include the following:

- a. Assessment through a multi-modal identification process, wherein no singular mechanism, criterion or cut-off score is used for determination of eligibility that includes evaluation and assessment of:
 - (a) educational performance
 - (b) creativity/characteristics of intellectual giftedness, and;
 - (c) cognition/intelligence;
- b. Individual evaluation procedures that include appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments;
- c. Multiple criteria and multiple assessment measures in procedures followed for screening and comprehensive assessment that include:
 - (1) Systematic Child Find and Individual Screening:
 - (a) systematic child-find for students who are potentially gifted to include at least one grade level screening, and
 - (b) individual screening of these students in grades K-12 in the areas of:
 - i. educational performance, and
 - ii. creativity/characteristics of giftedness; and
 - (c) a team review of individual screening results to determine need for referral for comprehensive assessment;
 - (2) Comprehensive Assessment:
 - (a) individual evaluation of cognition or intellectual ability;

- (b) individual evaluation of educational performance and creativity/ characteristics of giftedness, the need for expanded assessment and evaluation in each of these areas to be based on results of Individual Screening; and regardless of specific criteria used to determine or identify the student with Intellectual Giftedness;
- (c) completion of assessment procedures in the three component areas (cognition, educational performance and creativity/ characteristics of giftedness) for program and services planning; and
- (d) documentation, including observation and/or assessment, of how Intellectual Giftedness adversely impacts the child's educational performance in his/her learning environment.

Evaluation Participants

- a. Information shall be gathered from the following persons in the evaluation of Intellectual Giftedness:
 - (1) the parent;
 - (2) the child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age, who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the ESL teacher, when the child is an English Language Learner;
 - (3) a licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;
 - (4) a licensed school psychologist, licensed psychological examiner, licensed senior psychological examiner, or licensed psychologist;
 - (5) other professional personnel, as indicated.
- b. At least one of the evaluation participants [(2), (3), (4), or (5)] must be trained in the characteristics of gifted children.

GIFTED CHARACTERISTICS

The following lists of differentiating characteristics, followed by concomitant problems, are often found in various combinations in students who are intellectually gifted. This list is adapted from Growing Up Gifted by Barbara Clark.

COGNITIVE DOMAIN	
Characteristics	Concomitant Problem(s)
— Unusual amounts of information and retentiveness	— Boredom with the regular curriculum and impatience when required to wait for other members of the group
— Elevated levels of comprehension	— Poor interpersonal relationships with age peers — Perceived as disrespectful by adults and peers — A dislike for repetition of concepts
— Unusual diversity of interests and curiosity	— Difficulty conforming to group tasks — Tendency to overextend self and undertake too many tasks
— Advanced levels of language development and verbalization ability	— Characterized as “show off” by age peers — Perceived as dominator due to questioning and quantity of information shared — Uses verbal skills to manipulate and avoid tasks
— Advanced ability to process and pace thoughts	— Distaste for repetitious, mundane tasks — Low tolerance for inactivity and lack of progress
— Flexible thought processes	— Perceived as disruptive as well as disrespectful toward authority and traditional thinking
— Generalized synthesis of thought	— Low tolerance for deadlines and requirements to follow chronology of steps before being allowed to pursue new inquiry
— Early ability to delay closure	— Refusal to pursue interesting areas of study when products are required to reflect learning
— Elevated capacity for understanding unusual and varied relationships	— Stymied by perceptions of others that they are not on the subject at hand and not making valid contributions
— Unusual ability to produce original ideas and solutions	— Frustration from inflexible conformity and penalties for not following specific directions which may cause rebellion as a result of the rejection
— Early diverse patterns for thought processing	— Frequently rejects or omits details and questions generalizations of others
— Premature ability to utilize and create conceptual frameworks	— Frustration when others do not comprehend or appreciate originality and insights — Conflicts may occur with procedures of other systems taught
— Evaluative approach toward self and others	— Perceived as an elitist who is too critical of others — Self-criticism may result in development of inhibitions in attempting anything new for fear of failure — Seen as too demanding in terms of expectations of others, thereby affecting interpersonal relationships

AFFECTIVE DOMAIN	
Characteristics	Concomitant Problem(s)
— Vast amount of information about emotions not yet brought to awareness level	— Misinterpretation of information affects negatively
— Heightened sensitivity to the expectations and feelings of adults and peers	— High vulnerability to criticism unleashed by others — Increased need for success and recognition
— Intensified self-awareness and feelings of being different	— Self-imposed isolation resulting in feelings of rejection — Emotional and social growth inhibited due to feelings of being different
— Unusually keen sense of humor (gentle or hostile)	— Humor used for critical attacks resulting in poor interpersonal relationships
— Early idealistic standards and sense of justice	— Support unrealistic reforms and goals which result in frustration
— Premature establishment of an inner focus of control and self-actualization	— Considered external validation unnecessary and may be viewed as a challenge to authority or tradition, — Non-conformist
— Exceptional emotional depth and intensity	— Uniquely vulnerable — Difficulty focusing on practical goals
— Elevated levels of expectation of self and others	— Frustration from self-imposed criticism — Difficulty maintaining positive interpersonal relationships — Immobility created by frustrations resulting from high expectations
— Increased need for consistency between theoretical values and actions	— Frustration with self and others causing constrained self-actualization and interpersonal relationships
— Increased levels of moral judgment	— Rejection and isolation as the result of intolerance and lack of understanding from peers
PHYSICAL DOMAIN	
Characteristics	Concomitant Problem(s)
— Unusual amount of input from surroundings	— Diverse areas of interest — High energy exertion as the result of fragmentation — Seemingly disconnected from events at hand
— Exceptional discrepancy between physical and intellectual development	— Adulthood characterized by a division between mind/body functioning — Limited physical and mental development as the result of focus on mental expression
— Intolerance for the separation between personal standards and athletic skills	— Rejection of activities in which they do not excel thereby limiting their experiences and developmental potential

INTUITIVE/CREATIVE DOMAIN	
Characteristics	Concomitant Problem(s)
— Premature involvement and concern for intuitive knowing and supernatural ideas and phenomena	— Recipient of peer ridicule and rejection of their ideas by adults — Labeled as weird or strange
— Early receptiveness to experiences in this area and willingness to experiment with phenomena	— Narrow concentration on an ungrounded belief system is possible
— Creative expression obvious in all areas undertaken	— Perceived as a deviant — Boredom results with mundane tasks — Sometimes seen as a troublemaker
SOCIAL DOMAIN	
Characteristics	Concomitant Problem(s)
— Intensely motivated by self-actualization needs	— Dissatisfaction from not feeling challenged — Deprivation of unrealized talents
— Heightened cognitive and affective ability to conceptualize and solve societal problems	— Tends to be an impetuous decision maker without analysis of the complexity of the problem — Young age level tends to make his/her proposed ideas suspect to others — Not taken seriously by the more experienced decision-makers

Underachieving Gifted Students

Characteristics of Underachieving Students:

- Low self-concept and a possible distrust of or hostility toward others
- Socially immature, impulsive, distractible, procrastinators, unwilling to face reality
- Feel rejected by parents, teachers, or peers
- Feel helpless, avoid challenges
- Fail to understand the relationship between effort and results
- Resist influence from parents and teachers
- Low aspirations for future
- Few hobbies or strong interests

Causes of Underachievement:

Gifted learners may exhibit patterns of underperformance, resulting in poor grades, underachievement, resulting in poor standardized test scores; or both underperformance and underachievement. Underperformance is characterized by learned behavior and reflects work ethic. Underachievement on standardized tests may reflect failure to learn basic concepts and skills as a result of a failure to complete schoolwork related to new learning. Underachievement may be due to a combination of internal and external factors which may lead to incomplete

work, dawdling, exhibiting disorganization, often exhibiting hostility toward school or teachers and generally producing poor grades.

Overcoming underachievement may be approached using Rimm's Trifocal Model (1995) using six steps.

1. **Assessment** to determine the extent and direction of the student's underachievement.
2. **Communication** among teachers, parents and the student with all stakeholders present for discussions.
3. **Expectations** must change and be articulated based on the outcome of assessment. Self-expectations must be the first priority for change but changes may be necessary in the expectations of parents, siblings, and peers.
4. **Identification** with role models may be beneficial to a student striving to overcome a pattern of underachievement. Achievement oriented adults who develop a special rapport with a student are often credited by the student with helping to overcome underachievement patterns.
5. **Correction of deficiencies** should be addressed upon completion of assessment to ensure that the student can reenter the classroom with a high probability of success. While tutoring may be necessary, Rimm issues a special caveat regarding student-tutor relationships. Students should be directed toward becoming independent learners who can complete tasks without assistance.
6. **Parenting Patterns and Teacher Patterns** that result in dependent or dominant children must be analyzed and modified to assist students in assuming healthy patterns of achievement.

In-School Strategies:

Schools have a responsibility to provide rigorous opportunities for all students to learn and to develop higher order thinking skills.

Some suggestions to assist teachers in reversing underachievement of gifted learners include:

- Assessing student work regularly and promptly and providing feedback
- Providing opportunities to build self-concept
- Creating a warm, supportive environment that is intellectually challenging
- Being available to talk with student about personal as well as academic topics
- Identifying and meeting unique needs
- Providing individual counseling sessions

Conclusion:

Underachievement among gifted students is a complex issue that requires communication and trust among parents, school personnel, and students. Underachievement should not be a cause to deny services. Reversing such patterns requires time and commitment on the part of all stakeholders and should be a part of services offered to underachieving students. For additional suggestions, see the works of Silvia Rimm listed in Resources at the end of this document.

CHILD FIND

"Failure to help the gifted child is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, the absence of political insight? They are the difference between what we are and what we could be as a society."

James J. Gallagher

COMMUNITY AWARENESS AND GIFTED CHILD FIND

Child find is an activity that involves all available resources within the community. The first step in the child find process is to provide information to the public concerning the availability of special education services for intellectually gifted children, including procedures for accessing these services. The effectiveness of a child find program depends upon the involvement and cooperation of state and local agencies, professional groups, and special interest groups. Interagency cooperation generates one of the most effective and efficient means of identifying and locating children with suspected high intellectual potential and children whose needs are not being met through the child's environmental opportunities. In order to identify all children and youth with high intellectual potential, community residents must be made aware of the need for identifying and serving such children and of the benefits which may result from early identification and the provision of appropriate services. Schools must have policies and procedures in effect to ensure that all children with exceptionalities and who are in need of special education and related services are identified, located, and evaluated. Copies of the information from child find activities are kept on file as documentation for implementing policies and procedures.

UNDERREPRESENTED STUDENTS

Child find activities must be concerned with all children, regardless of the school system's service delivery model for children identified as intellectually gifted. Intellectual giftedness is found throughout diverse populations and crosses all economic and cultural boundaries. Early identification and intervention are often required to meet the unique needs of children from culturally divergent and/or traditionally underrepresented student populations.

When school systems develop child find and public awareness campaigns, special effort should be made for finding hard-to-reach children whose parents might not be aware of the need for or the availability of services for high ability students. Methods should also be planned to reach persons in the community who may not understand English language materials and broadcasts as well as persons living in rural or isolated geographical areas. During the child find process, attention must be given to children who for any reason may have conditions that mask their gifted potential.

Particular attention must be given to children from underrepresented populations including but not limited to:

- culturally and linguistically diverse, or
- economically disadvantaged, or
- otherwise disabled (e.g., Section 504 or IDEA).

Identifying the special talents of students from diverse backgrounds is just the first step toward helping them achieve their full potential. School systems must be able to assure their communities that traditionally underrepresented children who demonstrate characteristics of intellectual giftedness are recognized and given a chance to receive the thorough evaluation needed to establish eligibility. Educators need to develop appropriate services for each gifted student that reflect and respect cultures and learning styles. Doing so will demonstrate to these students that they truly belong in such individualized programs and will help ensure their retention and success. Teachers, along with community members and the students' families, need to work together to empower and encourage all students, and to provide them with enriching educational materials and experiences as well as role models and mentors.

It is important to guard against potential barriers to the recognition and development of giftedness among traditionally underrepresented students. Often these barriers are related to attitudes and access. Too often, low academic expectations for economically disadvantaged and culturally diverse students have encouraged a "deficit approach" to their education, i.e., an emphasis on curricula to assist the child in "catching up" with his/her peers. While remedial needs must be addressed, teachers must not forget to take a "proficiency approach" as well; i.e., giving all able learners many opportunities to move ahead in their areas of strength. When teachers have adopted a deficiency view of economically disadvantaged and limited English proficient children, they are less likely to advocate for them in the gifted program referral process. Staff development should be provided for all classroom, special area, special education, and English as a Second Language (ESL) teachers as part of the child find and screening procedures. Specific focus of staff development should include the characteristics and concomitant gifted behaviors that characterize giftedness and manifest in particular cultural contexts. Staff development and training efforts must be a continuing process.

INVOLVEMENT WITH OTHER AGENCIES

Interagency cooperation must begin with an analysis of those public and private resources available and responsible agencies. Agencies that may help the Local Education Agency (LEA) to provide a continuum of child find services include the following:

1. Tennessee Early Intervention System (TEIS)
2. Public Health Departments
3. Department of Human Services (DHS)
4. Department of Children's Services (DCS)
5. Head Start Programs
6. Child Development Centers
7. Day Care Centers
8. Families First Preschool Centers
9. Tennessee Early Childhood Technical Assistance System (TECTA)

10. Title I Preschool Programs

INVOLVEMENT OF COMMUNITY RESOURCES

Community input and access may include, but is not limited to:

1. Public housing
2. Recreational centers (i.e. - YMCA, Boys/Girls Clubs)
3. Public Library
4. Churches, synagogues, and other religious centers
5. Pediatricians and/or family physicians
6. Community-based clubs (i.e. - 4-H, Boy/Girl Scouts)

Child Find is an extensive effort to locate all children who are potentially gifted by informing all stakeholders (parents, students, teachers, community) of the characteristics of children who are gifted and the availability of services for children identified as gifted.

SYSTEMATIC SCREENING AND EVALUATION

“In some ways, gifted children are out of synch with what is developmentally expected behavior for their age. To find these children, you need to look beyond what is usually considered ‘normal’ and into the individual child.”

Joan Franklin Smutny, Sally Yahnke Walker, and Elizabeth A Meckstroth

Students are referred for Individual Screening to determine their educational needs, appropriate interventions for the general education classroom, and the need for a Comprehensive Evaluation.

The School Screening Team receives nominations for Individual Screening from teachers as a result of mandatory grade-level screenings performed once in grades 1-4. The School Screening Team meets to recommend students who should be individually screened. Teachers and parents may also nominate individual students in any grade for Individual Screening. The School Screening Team meets to review Individual Screening results and to recommend students for a Comprehensive Assessment or for regular education interventions, if appropriate.

Comprehensive Evaluations are conducted to determine whether a student meets the eligibility criteria for intellectual giftedness. Students can be referred for a Comprehensive Evaluation following Individual Screening or by a direct referral from a teacher, parent, or outside agency/professional. For additional information about referrals for comprehensive evaluation, refer to Tennessee’s policies and procedures for administration of special education programs and services in the state by State Board of Education Rule 0520-01-09-.01. Following a Comprehensive Evaluation, an IEP Team determines eligibility which includes establishing the need for special education services and, if required, drafts an IEP.

The referral paths, the Individual Screening process, and the Comprehensive Evaluation process are detailed in this section. The Gifted Assessment Process Outline and Flow Chart of Gifted Assessment Process, both below, provide a quick overview of this gifted identification process, from child find procedures to final placement through an IEP Team decision.

I. REFERRAL PATHS

Students can be referred for Individual Screening and Comprehensive Evaluation via several pathways. These include both formal and informal methods, drawing on both group assessments and the professional judgment of teachers. This multiplicity of approaches insures all students are considered, especially those from traditionally underrepresented populations. The referral pathways fall into three types: Grade Level Screening Referrals, Direct Individual Screening Referrals, and Comprehensive Evaluation Referrals.

Referral Path A: Grade Level Screening Team Referrals

(Step 2A on the flowchart below)

Each school will organize a School Screening Team. Suggested team members include, but are not limited to: school guidance counselor, school psychologist, gifted education teacher, ELL teacher, and one general education teacher from the specified screening level. The School Screening Team takes referrals from the grade-level referral screening mechanisms outlined below. The Screening Team considers each of the referred students and chooses one of two courses of action (see Gifted Assessment Flowchart below).

Grade Level Screening. 1-4. Each school system will conduct a system-wide grade level referral screening at least once in grades 1-4, screening all classrooms in the specified grade level. Again, this referral screening addresses the needs of underrepresented populations by ensuring all students are considered for possible Individual Screening and/or Comprehensive Evaluation. This screening does not require parental permission. Approved group achievement, group cognition, and curriculum-based assessments in addition to the *Classroom Screening Summary* may be used for this referral screening.

NOTE: When the State's system-wide grade level screening criteria and procedures would have a disparate and adverse impact on traditionally underrepresented students, school systems may submit an alternative system-wide strategy for use in screening. The alternative screening of a school system's student population must be submitted for approval in the *LEA Plan for Gifted* to the State Department Director of Gifted Services for approval no later than October 15th of that school year. This plan requires demonstration to the Department of Education that the criteria and procedures are consistent with educational objectives, and no less discriminatory alternative exists which achieves the same results.

Referral Path B: Direct Individual Screening Referrals

(Step 2B on the flowchart below)

Teachers and parents may directly refer a student for Individual Screening if they feel a student requires assessment due to indications of exceptional performance, dual exceptionality, underachievement issues, etc.

This Path B provides a mechanism for using professional and personal judgment to refer students who are potentially gifted but are missed by the grade level referral mechanisms of Path A. It provides a means to screen students in grades not scheduled for the grade-level screening. Finally, it is useful for students who transfer into a school district at a point where they have missed the grade level screening mechanism.

Referral Path C: Comprehensive Evaluation Referrals

(Step 2C on the flowchart below)

Students may be referred directly for a Comprehensive Evaluation without first going through the Individual Screening process. Such referrals may be made by: A) teachers, B) parents, peers, or self, and C) outside agencies or professionals.

II. INDIVIDUAL SCREENING

(Steps 4, 5, and 6 on the flowchart below)

The Individual Screening process provides for a more detailed examination of achievements, aptitudes, and educational needs of individual students. As noted, the pool of students for Individual Screening comes from the School Screening Team (Path A above) and direct teacher/parent referrals (Path B above).

Written parental permission, provided in the parents' dominant language, is required for Individual Screening (Step 4 on the flowchart). The ESL Resource Guide states: "a district is responsible for communicating with parents in a language they can understand. This may be done by offering oral or written translations or providing a bilingual aide to help with parental communication especially if the parent does not read the home language."

Individual Screening involves use of multiple components. These components include the *TN Parent Information Form (TnPIF)*; the *TN Teacher Observation Checklist (TnTOC)*; the *General Education Interventions (A or B)* form (information may be gathered during Comprehensive Assessment); and other individual achievement, creative thinking, or academic performance assessment procedures determined needed by the School Screening Team. The School Screening Team (or a separate School Assessment Team) should advise the test administrators before Individual Screening (and Comprehensive Assessment) on the appropriate assessment instruments to be used. The *TN Assessment Team Instrument Selection Form (TnATISF)* is to be completed for every student who will be assessed. The goal is to determine the student's needs and abilities by choosing instruments that A) are sensitive to the student's cultural, economic, and linguistic background, B) address his or her test-taking limitations, strengths and range of abilities, C) are appropriate for, and inform, the anticipated interventions, and D) avoid unnecessary duplication of effort. The *TN Assessment Team Instrument Selection Form* prompts the Team to consider the following information before choosing assessment instruments:

1. the cultural-linguistic background of the student;
2. socio-economic factors relevant to the student;
3. potential learning, expressive, sensory, or processing speed limitations that might impact performance on certain tests;
4. the likely educational interventions and usefulness of relevant tests for possible academic placement;

5. potential test ceiling effects given the student's degree of intellectual advancement compared to age peers;
6. recent results for the student on tests administered by the teacher, school, school district, tests taken out of the district if a recent transfer, tests taken out of the school system (e.g., the ACT, tests by outside agencies), etc.;
7. calculated statistics of the student's academic performance such as GPA rank in class, value-added scores, etc.; and
8. products for possible inclusion in an academic or creative portfolio.

The School Screening Team or the School Assessment Team should also carefully consider use of appropriate assessment strategies for any student considered socio-economically "at-risk" based on relevant characteristics of gifted students indicated on the *Classroom Screening Summary*.

After Individual Screening. The School Screening Team reconvenes after Individual Screening has been completed (Step 5 on the flowchart below). The *Documentation—Component Gifted Assessment* chart will be completed for each student, and then a decision will be made to take one of two courses of action:

-1- The student will be referred for a Comprehensive Evaluation. It is recommended that before a student is referred for a Comprehensive Evaluation:

a. The student meets the requirements in one of the following areas: Educational Performance or Creativity/Characteristics of Giftedness.

b. The decision as to whether an evaluation of cognition should be administered has been determined. The School Screening Team should review data gathered through group and Individual Screening throughout this process. When the need for assessment of cognition is determined, it is recommended that the School Screening Team consider the selection of the appropriate instrument as listed in Section 2.4, Cognitive Assessment, of the manual.

-2- A determination is made that the student's needs can be met in the general education classroom and no Comprehensive Evaluation is needed. In this instance, the School Screening Team must:

a. Make written recommendations for appropriate interventions in the general education classroom, or make a determination that no interventions are needed in the general education program to meet the student's needs (Step 6 on the flowchart).

b. Notify the student's guardian and teacher(s) of results and recommendations. The parents are sent the *Response to Individual Screening* form, with

recommendations for any needed general education modifications based on data gathered through the screening process. The parent may request a follow-up meeting to discuss in more detail results of the individual screening and recommendations for interventions or no further action.

If the School Screening Team recommends changes to meet a student's needs in the general education classroom rather than refer the student for a comprehensive evaluation, then it is best practice and strongly recommended that the School Screening Team regularly review the case to ensure:

- the interventions recommended for the general education classroom are being implemented, and
- the intervention recommendations remain appropriate for the student's needs.

III. COMPREHENSIVE EVALUATION

(Steps 7, 8, and 9 in the flowchart below)

The Comprehensive Evaluation process provides for the most thorough examination of a student's achievements, aptitudes, and educational needs, and determines eligibility for intellectual giftedness and Special Education services. As noted, the pool of students for Comprehensive Evaluation comes from Individual Screening and direct teacher/parent referrals (Path C above).

With all referrals for Comprehensive Evaluation, the parents or guardians of the student are sent the *Response to Individual Screening* form. This becomes the referral for a Comprehensive Evaluation. In addition, the parents or guardians are sent the *Informed Consent for Initial Assessment* form and the *Rights of Children with Disabilities and Parent Responsibility*.

Upon completion of the Comprehensive Evaluation, an IEP Team meeting is scheduled. The process of evaluation must follow all guidelines set forth in Tennessee's Rules, Regulations, and Minimum Standards and with the Individuals with Disabilities Education Act (IDEA-Part B).

The IEP Team first determines the student's eligibility as intellectually gifted. If the student is not eligible, then recommendations for general education interventions are made (Step 6 on the flowchart below).

If the student is eligible, the IEP Team then determines if Special Education services are required to fully meet the student's needs. This determination is an IEP Team decision. IEP Team members should refer to this manual for guidelines in determining need. For intellectually gifted students, "adverse affect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs (see Sections 1.2 and 2.6).

If the IEP Team determines that the student is eligible for Special Education services, then the IEP Team develops an Individualized Education Plan (Step 9 on the flowchart below). If the IEP

determines that the student is not eligible, then the IEP team makes recommendations for general education interventions (Step 6 on the flowchart below).

NOTE: Specific checklists, assessment instruments, and documentation forms are italicized.

GIFTED ASSESSMENT PROCESS: OUTLINE

Step 1: Child Find

1. Brochures
2. Parent Orientation Meetings
3. Staff Development
4. School Handbooks
5. Local Media Presentations

Step 2: Referral Paths

1. Referrals to Screening Team from Grade Level Screening
(Go to Step 3)
2. Individual Screening Referrals (Go to Step 4)
3. Comprehensive Evaluation Referrals (Go to Step 7)

Step 3: School Screening Team Collaboration

1. Screening Team recommends either:
 - a. Individual Screening (Go to Step 4)
 - b. No Further Screening

Step 4: Perform Individual Screening

1. Obtain Written Parent Permission — *Notice of Referral and Permission for Individual Screening*
2. Obtain *Parent/Guardian Information*
3. Obtain *General Education Interventions — Form A or B* from classroom teacher
4. Complete the *TN Assessment Team Instrument Selection Form*
5. Individual Screening of:
 - a. Educational Performance Component
 - b. Creativity/Characteristics of Gifted Component
6. Go to Step 5

Step 5: School Screening Team Collaboration

1. Recommendation from School Screening Team
 - a. Referral for a Comprehensive Evaluation (go to Step 8)
 - b. No further evaluation indicated from Individual Screening (go to Step 6)

Step 6: Intervention Recommendations

1. Send *Response to Individual Screening* to parent/guardian, which includes:
 - a. Results from the student's Individual Screening,
and
 - b. Written recommendations for appropriate general education interventions or a determination that access to rigorous curriculum and high end learning

opportunities in the general education curriculum is appropriate to meet the student's needs

2. Schedule meeting if parent requests more detailed information from the Individual Screening or recommendations.

Step 7: Perform Comprehensive Evaluation

1. Obtain written parent or guardian permission.
2. Perform the evaluation:
 - a. Assessment of Educational Performance
 - b. Assessment of Creativity/Characteristics of Gifted
 - c. Assessment of Cognition
 - d. Additional assessments as needed
3. Go to Step 8

Step 8: IEP Team Meeting

1. Send invitation to meeting to parent and all other required team members.
2. Determine if the student meets eligibility criteria:
 - a. if no, go to Step 6
 - b. if yes, determine if Special Education services are needed:
 - i. if no, go to Step 6
 - ii. if yes, go to Step 9

Step 9: Write an IEP

1. Individualized and based on student's strengths as indicated by the present levels of performance
2. Based on a growth model rather than an deficit model
3. Addresses social and emotional needs as well as pre-vocational skills

NOTE: When the State's system-wide grade level screening criteria and procedures would have a disparate and adverse impact on traditionally underrepresented students, school systems may submit an alternative system-wide strategy for use in screening. The alternative screening of a school system's student population must be submitted for approval in the *LEA Plan for Gifted* to the State Department Director of Gifted Services for approval no later than October 15th of that school year. This plan requires demonstration to the Department of Education that the criteria and procedures are consistent with educational objectives, and no less discriminatory alternative exists which achieves the same results.

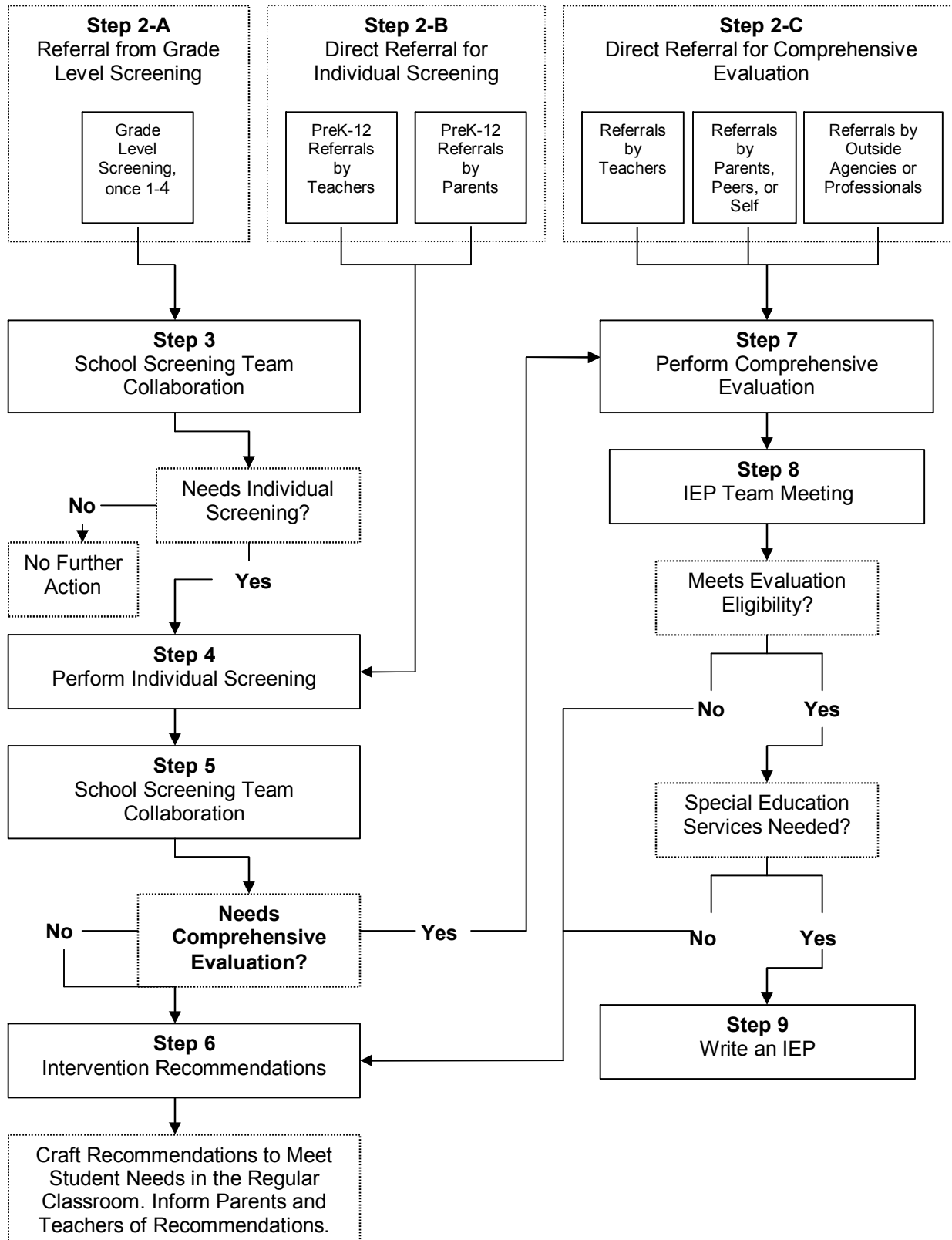
GIFTED ASSESSMENT FLOWCHART

Step 1: Child Find

Brochures, Parent Orientation Meetings, Staff Development, School Handbooks, Local Media

Step 2: Referral Paths

There are multiple paths by which a student may be referred for screening or evaluation.



LEA PLAN FOR GIFTED

"Gifted learners must be given stimulating educational experiences appropriate to their level of ability if they are to realize their potential."

National Association for Gifted Children

Each Local Education Agency (LEA) is required to develop and implement, according to state guidelines, a written plan for serving gifted students. The components of this plan incorporate the requirements of the Title VI Resolution Agreement between the Office for Civil Rights and the Tennessee Department of Education. The LEA Plan for Gifted will be kept on file at the State Department of Education upon approval. It is not necessary to submit a new plan each school year. The only time a new plan will need to be submitted to the state, is when a system wishes to make revisions to the current LEA Plan for Gifted.

The LEA Plan for Gifted must include narrative descriptions of the following:

1. Philosophy
2. Program goals
3. Referrals
 - a. Public awareness
 - b. School Screening Teams
 - c. Screening criteria
4. Evaluation
5. Eligibility
6. Service delivery options
7. Grievance procedures
8. Data tracking system
9. Forms
10. Alternative/Enrichment programs

The LEA Plan for Gifted will be on file with the local education agency. The local education agency is encouraged to use gifted program standards developed by the National Association for Gifted Children in the development of the LEA plan.

The Department has developed a child find brochure (High Intellectual Potential Students) which may be used by school systems in these efforts. This brochure is available on Tennessee's State Department of Education website and can be downloaded for reproduction. These brochures should be made available in each school's central office and in community locations—such as local health department facilities, pediatricians' offices, community centers, and public libraries. Other suggested child find implementations include student handbooks, parent orientation meetings, school registration packets, and local media presentations.

Systems are encouraged to use effective means of informing the entire community. Response to child find efforts should result in referrals. These referrals could come from multiple sources, which include parents, outside agencies, and teachers.

SECTION 2

ASSESSMENT

&

ELIGIBILITY

APPROPRIATE INSTRUMENT SELECTION

APPROPRIATE ASSESSMENT MEASURES

School systems must ensure that the abilities of students from traditionally underrepresented groups are accurately assessed. All assessments and procedures used to determine student eligibility for intellectual giftedness must be appropriate to the cultural, linguistic, and socio-economic background or physical disability of that student. Additionally, cultural bias in assessment is impossible to eliminate and should be taken into consideration when choosing appropriate assessment measures. Prior to an Individual Screening or Comprehensive Assessment, a school screening team and/or the IEP team should review the student's background, and make recommendations for the most appropriate assessment measures following the guidelines on the *TN Assessment Team Instrument Selection Form (TnATISF)*.

A school screening team and/or IEP team, with the guidance of the school psychologist, will determine which assessment measures would be most appropriate. This determination will consider the age, sex, racial, ethnic and socio-economic background or disability condition of the student. The team must continually evaluate the appropriateness of the assessment measures, given the aforementioned factors, in order to assure the most accurate measure of the student's abilities. Over-reliance on standardized assessment scores (particularly composite scores) and the use of one-dimensional instruments to assess cognitive abilities have been cited as major factors contributing to the exclusion of exceptional students whose test scores may be uneven or depressed due to cultural and/or linguistic background. Therefore, as outlined in the Intellectually Gifted criteria, it is appropriate to use component assessment scores or nonverbal assessment scores for identification purposes, when they are supported by other assessment information. No single assessment or its results can deny a student's eligibility for intellectual giftedness. The intelligence score is one part of a student's multi-factored profile of mental abilities or aptitude and higher-order thinking skills.

A school screening team and/or IEP team should reconvene for further review of all new pieces of information and make recommendations accordingly if members question the accuracy of the results.

Best practice dictates that no one cognitive measure should be used for all assessments; this is highly inappropriate. The correct instrument selection must result from a comprehensive review of information obtained from multiple sources prior to evaluation. This practice is critical in obtaining a valid cognitive score.

Factors that should be considered in selecting a cognitive abilities instrument:

1. evaluation instruments that are biased for use with minority or ethnic (ELL) student populations, yielding assessment results that are not valid and reliable indications of the student's potential;

2. intelligence test results that are significantly skewed in one or more areas of the test battery global components, which are due to significant differences in the culturally accepted language patterns of the student's subculture to the test items used throughout the assessment battery;
3. evidence (documented or suspected) of another disability (i.e. – ADD/ADHD, Emotional Disturbance, Autism, Speech and Language Impairments, Hearing Impairment, Visual Impairment, and Specific Learning Disabilities);
4. the student's subculture does not encourage lengthy verbal responses; and
5. the student's peer subculture does not encourage academic accomplishment.

The following guidelines should always be used when selecting appropriate assessment instruments that measure intelligence or cognition. All cognitive abilities assessment instruments must:

1. measure intelligence or cognitive ability,
2. be the most current edition of the assessment instrument,
3. be based on current theory and research,
4. have been reviewed for test bias,
5. have been normed on a nationally representative sample that included minority representation,
6. have been normed within a 10-year period (group tests) prior to administration,
7. yield percentile rankings by age(s), and
8. be on the state department approved list for intellectually gifted assessment.

ASSESSMENT INSTRUMENTS

The following list of assessment instruments is not exhaustive. It is considered a guide for providing appropriate assessment measures.

ASSESSMENT INSTRUMENTS-COGNITION		
Assessment Instrument	Instrument Emphasis	Guidelines for Use
<ul style="list-style-type: none"> Nonverbal Assessments Examples: KABC-II, UNIT, C-TONI-2, NNAT (see extended list of nonverbal assessments in appendix) 	<ul style="list-style-type: none"> Measure of ability that is fair to minority children, effective for differential diagnosis, and related to intervention Less or no emphasis on language acquisition More or total emphasis on visual-motor or performance measures of intelligence 	Consider when verbal scores are depressed due to: <ol style="list-style-type: none"> ethnic or cultural language patterns low socioeconomic status of student's family parents level of educational completion is low student (or parents of student) uses a language other than English as primary language (ELL)
<ul style="list-style-type: none"> Stanford-Binet Intelligence Scale-Fifth Edition (SB-V) 	<ul style="list-style-type: none"> Less emphasis on visual-motor or timed performance test items More emphasis on language measures of intelligence 	Consider when: <ul style="list-style-type: none"> Evaluating children ages 2 to 6 due to child-friendly manipulatives for assessment of preschool children Evaluating children who are nonverbal (Nonverbal Scale) Student exhibits scores that are deficit on performance-type items due to slow processing skills and lack of item completion within the time limits A discrepancy on the WISC-IV in favor of the Verbal IQ (1 SD above the mean), but <u>not</u> meeting "split discrepancy" cognition criteria
<ul style="list-style-type: none"> Reynolds Intellectual Assessment Scale (RIAS) 	<ul style="list-style-type: none"> Less emphasis on motor coordination and visual-motor speed. Conducted extensive item bias studies, which helped to reduce cultural bias of test 	Consider when: <ul style="list-style-type: none"> Evaluating minority students, ELL students Student exhibits scores that are deficit on timed measures due to slow processing skills but other scores indicate ability within the gifted range due to conceptual understanding
<ul style="list-style-type: none"> Wide Range Intelligence Test (WRIT) 	<ul style="list-style-type: none"> Less dependence on reading Relies heavily on visual-spatial abilities 	Consider when: <ul style="list-style-type: none"> A child has strong hands-on visual spatial ability

ASSESSMENT INSTRUMENTS—EDUCATIONAL PERFORMANCE		
Assessment Instrument	Instrument Emphasis	Guidelines for Use
<ul style="list-style-type: none"> Individual Achievement Test Examples: WJIII NU, KTEA-II, DAB-3, I, YCAT, DATA-2 (see extended list of nonverbal assessments in appendix) 	<ul style="list-style-type: none"> One-on-one evaluation of academic skill acquisition 	<p>Consider when group achievement test scores are not reliable and/or valid due to:</p> <ol style="list-style-type: none"> group achievement test scores are not available suspected underachievement due to cultural or economic circumstances student's peer subculture does not encourage high academic skill attainment student has difficulty with attention skills in a large group setting student had been ill or distracted due to personal difficulties when the group achievement test was administered AND all other data collected indicates the student is gifted (i.e. - classroom grades and teacher observations)
<ul style="list-style-type: none"> TN. Supplemental Gifted Performance Checklist (TnSup) <i>Do not use if TnToc or TnToc+ is used for a score in the area of: Creativity/Characteristics of Gifted.</i> <i>The TN Supplementary Gifted Performance Checklist uses the TN TOC and/or TnPIF for scoring. If the TnSup is used for the Educational Performance score, the TnTOC cannot be used for the Creativity/Characteristics of Gifted score. *** The results of TnToc can only be counted one time during the assessment.</i> 	<ul style="list-style-type: none"> Equitable evaluation of an at-risk student's educational performance 	<p>Consider when the student's educational performance and/or high achievement in the classroom setting may not be reflected on standardized testing instruments such as TCAP or an individual achievement test. Low performance on academic achievement measures may be due to:</p> <ol style="list-style-type: none"> cultural differences linguistic differences economic differences sensory disabilities physical disabilities
<ul style="list-style-type: none"> TN. Academic Product or Portfolio <i>Do not use if Creative Product/Portfolio is used for Creativity</i> 	<ul style="list-style-type: none"> Allows student to demonstrate academic achievement through an already existing product or one created in the school environment 	<p>Consider when:</p> <ul style="list-style-type: none"> Student has limited enrichment resources in the home environment Student's parents have limited educational background Parent's use a language other than English at home
ASSESSMENT INSTRUMENTS—CREATIVE THINKING/CHARACTERISTICS OF GIFTED		
Assessment Instrument	Assessment Emphasis	Guidelines for Use
<ul style="list-style-type: none"> TN. Creative Thinking Checklist (TnCreat) 	<ul style="list-style-type: none"> Creative thinking that can be observed in the classroom. 	<ul style="list-style-type: none"> Consider when the student's creative thinking may not be reflected on standardized test of creativity, such as Torrence Test of Creative Thinking. Free measure of Creative Thinking/Characteristics of Gifted
<ul style="list-style-type: none"> TN. Teacher Observation Checklist (TnTOC) and TN Teacher Observation Checklist Plus (TnToc+) 	<ul style="list-style-type: none"> Gifted characteristics that can be observed in the classroom and in the home setting 	<ul style="list-style-type: none"> Consider when the student's creative thinking may not be reflected on standardized test of creativity, such as Torrence Test of Creative Thinking. TnToc+ score includes parent ratings Free measure of Creative Thinking/Characteristics of Gifted

<ul style="list-style-type: none"> • TN Creative Product or Portfolio 	<ul style="list-style-type: none"> • Allows student to demonstrate creative thinking or gifted characteristics through an already existing product or one created in the school environment 	<p>Consider when:</p> <ul style="list-style-type: none"> • Student has limited enrichment resources in the home environment • Student's parents have limited educational background • Parent's use a language other than English at home
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EDUCATIONAL PERFORMANCE ASSESSMENT

"Intelligent behavior does not arise naturally; it grows through exercise and guidance. Nature may establish high potential for high levels of intellectual functioning; parents, teachers, peers, and the community provide the conditions through which the intelligence of gifted and talented youth is brought to fruition."

John F. Feldhusen, founder and director of the Gifted Education Resource Institute, Perdue University

The Educational Performance category measures academic achievement as well as academic performance within the educational setting. The components of this section were developed to assure equity in the identification of students as Intellectually Gifted. This section utilizes *academic achievement* where scores are reported from standardized tests (group or individual) that indicate attainment in scholastic areas or *academic performance*, which is the degree to which a student initiates and/or completes academic challenges.

Within the Educational Performance category, *Academic Achievement* can be measured utilizing the following group or individual standardized instruments:

Area, Cluster, Composite, or Brief (WJIII NU) scores from more than one instrument or type of instrument (Group or Individual) may be used, but only one score from any academic area (e.g., TCAP Reading/Language Arts OR WJIII NU Brief Reading) may be used for scoring. The TCAP Writing Assessment may not be used. Districts must provide previously grade-skipped students with a nationally normed test if they are disqualified by a criterion-referenced test. The use of percentile conversion scores from CRTs other than the TCAP must be approved by SDE.

Group Instruments	Individual Instruments
Tennessee Comprehensive Assessment Program (TCAP) Reading/Language Arts, Math, Science, Social Studies	Woodcock Johnson III NU Tests of Achievement (WJIII NU) Broad Reading, Brief Reading, Broad Math, Brief Math, Broad Written Language, Written Expression, Academic Knowledge, Total Battery
Stanford Achievement Test Total Reading, Total Math, Language, Environment, Basic Battery, Complete Battery	Wechsler Individual Achievement Test-III (WIAT-III) Total Reading, Written Expression, Mathematics, Total Achievement
Iowa Tests of Basic Skills Mathematics Total Score, Reading Comprehension Total Score, Science Total Score	Kaufman Tests of Achievement-II (KTEA-II) Reading Composite, Math Composite, Written Language Composite, Comprehensive Achievement Composite
Metropolitan Achievement Test Reading, Language, Mathematics, Writing, Science, Social Studies	Diagnostic Achievement Test- Third Edition (DAB-3) Reading Composite, Math Composite, Written Language Composite, Total Achievement
California Achievement Test (CAT/5) Reading, Language, Math, Science, Social Studies	Diagnostic Achievement Test for Adolescents-Second Edition, DATA-2 Reading Composite, Math Composite, Written Language Composite, Science, Social Studies, Total Achievement
PLAN/EXPLORE/ACT English, Math, Reading, Science, Composite	Wide Range Achievement Test Total Reading
PSAT 10/PSAT 11/SAT Critical Reading, Math, Writing, Composite	

Within the Educational Performance category, the following pre-college exams can be used:

College Planning Exams	College Entrance/Placement Exams
PLAN Explore PSAT	ACT SAT

The TN Supplementary Gifted Performance Checklist (TnSup) can only be used after information gathered on the *TN Assessment Team Instrument Selection Form (TnATISF)* indicates that the TnSup is an appropriate instrument for use in assessing Educational Performance for that particular student based on listed factors. The *TnATISF* is utilized by the school screening team ON ALL students referred for a comprehensive assessment. This instrument helps the team to determine whether environmental, language, social, or economic factors are compelling enough to indicate that the student's abilities may not be accurately measured by traditionally-used assessment instruments; thus negatively impacting obtained scores measuring educational performance. The results of the *TnATISF* will determine whether the use of the *Tennessee Supplementary Gifted Performance Checklist* is appropriate. **When using the TnSup, use of the parental checklist *TN Parent Information Form (TnPIF)* is optimal.

A student's class rank using Grade Point Average (GPA) can be used as a measure of Educational Performance in the middle and high school settings.

District, in-state regional, statewide, and national awards are academic awards which can be used to satisfy the Educational Performance criterion in grades K-12. An academic award implies that the student engaged in some academic pursuit which led to exemplary completion of the requirements of the criteria that won them the award. An academic award can be given by an educational or non-educational entity having an emphasis on educational performance. A *district award* is an academic award given by a Local Education Agency (LEA). An *in-state regional award* means that a student has earned an award from a defined region larger than a local education agency within the present or former state of residence or school attendance. A *statewide to national award* includes any award earned statewide, multi-state, or national.

The Academic Product Portfolio can be used to measure a student's Educational Performance and is scored on the *Academic Product Scoring Rubric*. If the IEP team decides to use the Academic Product/Portfolio as a measure of Educational Performance, they may not also use the Creative Product Portfolio to satisfy the requirements of the Creativity/Characteristics of Gifted area. An Academic Product/Portfolio is research in one or more academic fields. The Academic Product Portfolio demonstrates depth and breadth of understanding beyond age or grade level.

CREATIVITY / CHARACTERISTICS ASSESSMENT

"If I accept you as you are, I will make you worse; however if I treat you as though you are what you are capable of becoming, I will help you become that."

Johann Wolfgang von Goethe

The creativity/characteristics of gifted assessment category measures creative thinking and is based on the work of Dr. Mary Frasier and Dr. E. Paul Torrance. Their contributions to the field of gifted education have greatly impacted our ability to identify gifted individuals regardless of socio economic status, culture, or race.

Creative Thinking can be measured by the following:

- A nationally-normed standardized test of creativity: There are few nationally-normed standardized tests of creativity that may be appropriate for measurement of creativity; however, the *Torrance Tests of Creative Thinking* is a test of creativity that is widely recognized for its validity and reliability. Constructs measured by the Torrance are fluency, elaboration, originality, resistance to premature closure, flexibility, and creative strengths.
- The Creative Product Portfolio can be used to measure a student's creativity and is scored on the *Creative Product Scoring Rubric*. If the IEP team decides to use the Creative Product Portfolio as a measure of Creativity/Characteristics of Gifted, they may not also use the Academic Product Portfolio to satisfy the requirements of the Educational Performance area. The Creative Product Portfolio is based on extensively researched constructs of creativity. The Creative Product Portfolio demonstrates that the student exhibits creative thinking that is beyond the level of typical, same-age peers.
- The TN Creative Thinking Rating Scale (TnCreat) is a checklist used for measuring creative thinking. This checklist has been aligned with nationally recognized constructs of creativity.

Characteristics of Gifted can be measured by the following:

- Nationally-Normed Gifted Characteristics rating form refers to use of standardized rating forms such as the *Gifted Evaluation Scales-Second Edition* or the *Gifted Rating Scales*. The ratings on these forms are generally rated by points ranging from high to low and compared to a same-age norm group. Rating forms generally include but are not limited to the overall gifted characteristic categories of intellectual ability, academic ability, creativity, artistic talent, and leadership abilities.

- The TN Teacher Observation Checklist (TnTOC) is a checklist based on various research including the traits, aptitudes, and behaviors of giftedness (TABS) and aspects from the research of Mary Frasier and her colleagues and E. Paul Torrance, who are nationally renowned researchers. This checklist must be used with the approved scoring template *TN Teacher Observation Checklist (TnTOC) Scoring Criteria*.
- The *TN Teacher Observation Checklist Plus (TnTOC+)* is a combination of the *TN Teacher's Observation Checklist (TnTOC)* and the *Parent Information Form (TnPIF)*. The purpose of the combination of these two checklists is to obtain parental input, which can be invaluable in many cases.
- Local Norms from checklists measuring gifted characteristics which have been approved by the State Department of Education may be used by Local Education Agencies.

COGNITIVE ASSESSMENT

"Students who achieve A's based on what they have already learned are gaining daily practice in underachievement."

Linda Silverman

Cognition—is defined as "the ability to develop and apply new knowledge and processes." Information about cognitive functioning should be reviewed for standardization procedures, validity and reliability in measuring intellectual giftedness, and be the most current standardization of that instrument. Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other disabilities are often underrepresented in programs for the gifted. Research suggests that this may be due to test bias. To ensure that the abilities of students from traditionally underrepresented groups are accurately assessed, they should be evaluated with an instrument that is sensitive to cultural, linguistic, and economic differences; or appropriateness for students with sensory or physical disabilities. Best practice in the area of psychological assessment is the use of ecologically appropriate assessment instruments. Strategies that are available for the assessment of cognition include:

- a. Individual, Standardized Tests of Cognition or Intelligence
 - (1) Use of composite or total scores
 - (2) Use of "split discrepancy" criteria, or
- b. Individual, Standardized Tests of Cognition or Intelligence that accommodate varying test bias due to cultural, linguistic, and/or economic differences, or other disabilities that may bias the student's performance.

Split Discrepancy criteria (which can only be used to achieve a third range score) are defined as:

- One of the major component areas, which include 3 or more subtests, is a score equal to or greater than 130. This score is 1.5 standard deviations (23 points) higher than another major component area.

Reminder: A split discrepancy score may be used only if split score is ≥ 130 in one score cluster of three or more subtests with a 1.5 standard deviation discrepancy from the other score cluster.

Standard error of measurement can only be used to achieve a first range score. It must be used on a case-by-case basis in conjunction with the TnATISF and other supporting evidence of giftedness and only when the second prong of eligibility has been clearly met. This must be an IEP Team decision guided by the professional judgment of the school psychologist.

List of Approved Cognitive Instruments for Intellectually Gifted Identification

COMPREHENSIVE ASSESSMENT INSTRUMENTS:

Name	Scores (Scales) Preferred	Areas Allowed if there is a 1.5 Standard Deviation discrepancy
Bateria III Woodcock-Munoz	General Intellectual Ability	BVC, Verbal Ability, Thinking Ability, or Cognitive Efficiency
DAS-Naglieri Cognitive Assessment	Full Scale	None*
Differential Ability Scales (DAS)	General Cognitive Ability (GCA)	Verbal or Nonverbal
Kaufman Adolescent and Adult Intelligence Test (KAIT)	Composite	Fluid or Crystallized
Kaufman Assessment Battery –Second Edition (KABC-II)	Mental Processing Index (MPI) or Fluid Crystallized Index (FCI)	Simultaneous (Gv)
Reynolds Intellectual Assessment Scales (RIAS)	Composite Index (CIX)	None*
Stanford Binet Intelligence Scales-Fifth Edition (SB-V)	Full Scale	Verbal or Nonverbal
Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)	Full Scale or GAI	Verbal Comprehension or Perceptual Organization
Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)	Full Scale or GAI	Verbal Comprehension or Perceptual Reasoning
Wechsler Preschool and Primary Scale of Intelligence- Third Edition (WPPSI- III)	Full Scale	Verbal or Performance
Woodcock Johnson Tests of Cognitive Abilities-Third Edition (WJIII NU)	General Intellectual Ability (GIA)	Verbal Ability, Thinking Ability, or Cognitive Efficiency**
Wide Range Intelligence Test (WRIT)	General IQ score	None*

*Alternatives to Full Scale or composite scores may be used if a 1.5 standard deviation discrepancy is evident between any of the major scales or factors.

**Scales or factors consisting of less than 3 subtests should not be used to replace full scale or composite scores. Scales with less than 3 standard subtests may be used only if supplemental subtests are available and given additionally.

INSTRUMENTS SUITABLE FOR STUDENTS WITH LIMITED VERBAL ABILITY OR LIMITED ENGLISH PROFICIENCY/ENGLISH LANGUAGE LEARNERS (use Full Scale/Composite scores only)

Name
Comprehensive Test of Nonverbal Intelligence (CTONI)
Kaufman Assessment Battery for Children – Second Edition (KABC-II), Nonverbal Index score
Leiter International Performance Scale – Revised (Leiter-R)
Raven’s Progressive Matrices
Test of Nonverbal Intelligence – Third Edition (TONI-III)
Universal Nonverbal Intelligence Test (UNIT)
Naglieri Nonverbal Ability Test (NNAT)

INSTRUMENTS SUITABLE FOR SCREENING PURPOSES ONLY

Name
Cognitive Abilities Test (CogAT), Form 6
Cognitive Abilities Test (CogAT), Nonverbal Battery, Edición en Español)
Kaufman Brief Intelligence Test-2 (KBIT-2)
Otis-Lennon School Ability Test (OLSAT)
Reynolds Intellectual Screening Test (RIST)
Wechsler (brief versions of various editions)
Woodcock Johnson Tests of Cognitive Abilities – Third Edition (WJ-III BIA) (brief version, also Bateria brief version)

Any other cognitive/intellectual ability assessment instrument not included in this list should be approved by the Tennessee State Department of Education.

ASSESSMENT SCORING GUIDELINES

This section will describe the eligibility criteria by category, point value, and target instrument requirements. Eligibility criteria are met by the attainment of 50 points. Points are earned in three categories: Educational Performance, Creativity/Characteristics of Gifted, and Cognition. All three areas must be assessed and may earn 10 (first range), 20 (second range), or 30 (third range) points.

Several options for meeting criteria in each assessment category are available. It is imperative to select the most appropriate assessment choice when considering individual strengths of the student.

Target instruments are designated in each assessment category on the Intellectually Gifted Assessment Scoring Grid. A student must earn points in the second or third range on ONE target instrument in order to satisfy eligibility criteria.

The following guidelines are essential in making sure the Intellectually Gifted criteria are met:

- *Target Instrument: At least one assessment category must have a target instrument with a score in the second or third range. If the target instrument meets the second range score and the team agrees that additional assessment would provide a more accurate profile, a third range score on a non-target instrument may be used in that same category for point attainment. These two scores may not be combined.*
- *Cognition/Educational Performance: A score in at least the first range must be obtained in both Cognition and Achievement. If a first range score in achievement is used to satisfy this criterion, a second or third range score on a different instrument may be used in the same category for point attainment.*
- *Points: Only one instrument may be used for point attainment in each category.*
- *Product/Portfolio: This instrument may not be used in both the Educational Performance and the Creativity/Characteristics of Gifted categories.*
- *TN Teacher Observation Checklist (+) (TnTOC or TnTOC+) and TN Supplementary Gifted Performance Checklist (TnSup): If the TnTOC or TnTOC+ checklist is used to meet eligibility criteria in the Creativity/Characteristics of Gifted category, the TnSup cannot be used to meet eligibility criteria in the Educational Performance category.*
- *A total of 50 or more points, AND a target instrument in the second or third range, AND a minimum first range score in both the educational performance and cognition categories are required to satisfy Tennessee Intellectually Gifted assessment criteria. In order to meet eligibility, the team must also determine that “the general curriculum alone is inadequate to appropriately meet the student’s educational needs.”*

Educational Performance Category:

Assessment Option	Scoring	First Range 10 Points	Second Range 20 Points	Third Range 30 Points
Standardized Group Criterion-Referenced (TCAP, etc.) and/or Norm-Referenced Group or Individual Achievement Test (Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJIII NU, etc.) <i>Target Instrument</i>	Area Scores or Subtests	<input type="checkbox"/> 1 Area $\geq 95\%$ ile <u>or</u> 2 Areas $\geq 90\%$ ile	<input type="checkbox"/> 2 Areas $\geq 95\%$ ile <u>or</u> 3 Areas $\geq 90\%$ ile	<input type="checkbox"/> 3 Areas $\geq 95\%$ ile <u>or</u> 4 Areas $\geq 90\%$ ile
College Entrance Exams (ACT, SAT) <i>Target Instrument</i>	Area Scores or Full Scale or Total Battery	<input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile	<input type="checkbox"/> $\geq 94\%$ ile – $\leq 97\%$ ile	<input type="checkbox"/> $\geq 98\%$ ile
TN Supplementary Gifted Performance Checklist (TnSup) <i>Target Instrument</i>	Total Score Supplementary Characteristics Checklist	<input type="checkbox"/> 7/12	<input type="checkbox"/> 8/12	<input type="checkbox"/> 9/12
Grade Point Average (GPA) Middle School and High School	Current GPA	<input type="checkbox"/> \geq top 6%	<input type="checkbox"/> \geq top 4%	<input type="checkbox"/> \geq top 2%
Academic Awards: K—12	Awards won in last two years	<input type="checkbox"/> 1 school district	<input type="checkbox"/> 2 school district <u>or</u> 1 in-state Regional	<input type="checkbox"/> 3 school district <u>or</u> 2 in-state regional <u>or</u> 1 national/multi-state/statewide
Academic Product Portfolio	Evaluation score	<input type="checkbox"/> Score total = ≥ 27	<input type="checkbox"/> Score total = ≥ 30	<input type="checkbox"/> Score total = ≥ 33

Remember, a student must have a minimum score in the first range for achievement and cognition to meet eligibility requirements.

Educational Performance, continued...

- *Standardized group, individual criterion referenced, and norm referenced tests (target instruments)*

Scoring is usually based on a composite score in an area; however, if only one subtest delineates an area, it may be used.

10 POINTS, First Range

- 1 area at or above the 95th percentile or
- 2 areas at or above the 90th percentile

20 POINTS, Second Range

- 2 areas at or above the 95th percentile or
- 3 areas at or above the 90th percentile

30 POINTS, Third Range

- 3 areas at or above the 95th percentile or
- 4 areas at or above the 90th percentile

The following instruments may be used in this endeavor: Tennessee Comprehensive Assessment Program (TCAP), Stanford-10, Iowa Tests of Basic Skills (ITBS), PLAN, Explore, PSAT, Wechsler Individual Achievement Test (WIAT), Woodcock Johnson III NU Tests of Cognitive Abilities (WJIII NU), Diagnostic Achievement Battery - Third Edition (DAB-3), Diagnostic Achievement Tests for Adolescents (DATA-2), YCAT, or any other state approved assessment instrument.

- *College Entrance Exams (target instruments)*

Scoring: Use area scores, full scale scores, or total battery scores

10 POINTS

- A score within the range of the 90th to 93rd percentile

20 POINTS

- A score within the range of the 94th to 97th percentile

30 POINTS

- A score at or above the 98th percentile

- *TN Supplementary Gifted Performance Checklist (TnSup) (target instrument)*

This instrument can only be used if the information from the TN Assessment Team Instrument Selection Form (TnATISF) is compelling enough to indicate that the student's educational performance may not be accurately measured by traditionally-used instruments.

Scoring: Use total score on the TnSup. There are 12 items on this instrument. Only 1 “yes” can be counted for each item.

10 POINTS

7 “yes” items checked out of the possible 12

20 POINTS

8 “yes” items checked out of the possible 12

30 POINTS

9 “yes” items checked out of a possible 12

- *Grade Point Average (GPA) - Middle School and High School*

Scoring: Use cumulative GPA from the most recent or prior semester.

10 POINTS

The student’s GPA in the top 6 percent

20 POINTS

The student’s GPA in the top 4 percent

30 POINTS

The student’s GPA in the top 2 percent

- *Academic Awards K-12*

Scoring: For an award to meet standards, it must have been earned in the past three years.

Judicious use of awards to meet assessment criteria is highly recommended. There are three categories of awards:

1. School District Award - an award earned in a student’s LEA.
2. In State Regional Award - an award earned in a region which usually encompasses several LEA districts.
3. National/Multi-State/Statewide - an award earned from either national competition, multi-state competition, or statewide competition.

Awards of an academic nature earned outside the school setting may be counted, e.g. 4-H, Southern Writer’s Conference, Science Olympiad, etc.

10 POINTS

1 school district award

20 POINTS

2 school district awards or
1 in-state regional award

30 POINTS
3 school district awards or
2 in-state regional awards or
1 national/multi-state/statewide award

- *Academic Product/Portfolio*

The product portfolio may not be counted in both the Educational Performance and the Creativity/Characteristics of Gifted categories.

Scoring: Total Evaluation score on the *Academic Product Scoring Rubric* should be used.

10 POINTS
A score on the *Academic Product/Portfolio Scoring Rubric*
of 27 to 29 points

20 POINTS
A score on the *Academic Product/Portfolio Scoring Rubric*
of 30 to 32 points

30 POINTS
A score on the *Academic Product/Portfolio Scoring Rubric*
of at least 33 points

Creativity/Characteristics of Gifted Category:

Assessment Option	Scoring	First Range 10 Points	Second Range 20 Points	Third Range 30 Points
Nationally Normed Standardized Test of Creativity (Torrance Test of Creative Thinking- TTCT – Figural or Verbal, Creative Assessment Packet by Frank Williams – Williams CAP, Profile of Creative Abilities – PCA) <i>Target Instrument</i>	TTCT- Figural/Verbal	<input type="checkbox"/> ≥84%ile – ≤89%ile	<input type="checkbox"/> ≥90%ile – ≤93%ile	<input type="checkbox"/> ≥94%ile
	Williams CAP	<input type="checkbox"/> 1 SD = 60	<input type="checkbox"/> 1 ½ SD = 70	<input type="checkbox"/> 2 SDs = 80
	PCA	<input type="checkbox"/> CI ≥115 – ≤122 and HRS or SRS ≥115 – ≤122	<input type="checkbox"/> CI ≥123 – ≤129 and HRS or SRS ≥123 – ≤129	<input type="checkbox"/> CI ≥130 and HRS or SRS ≥130
Creative Product Portfolio	Evaluation score	<input type="checkbox"/> Score total = ≥27	<input type="checkbox"/> Score total = ≥30	<input type="checkbox"/> Score total = ≥33
TN Creative Thinking Rating Scale (TnCreat)	Evaluation score	<input type="checkbox"/> 40	<input type="checkbox"/> 45	<input type="checkbox"/> 50
Nationally Normed Gifted Characteristics Checklist (GES-3, GRS)	Refer to instrument manual for scoring	<input type="checkbox"/> GES-3 Quotient: 115-122	<input type="checkbox"/> GES-3 Quotient: 123-129	<input type="checkbox"/> GES-3 Quotient: ≥130
		- <input type="checkbox"/> GRS – 3 T-Scores ≥60 (2 from IA, AA, or C)	<input type="checkbox"/> GRS – 3 T-Scores ≥65 (2 from IA, AA, or C)	<input type="checkbox"/> GRS – 3 T-Scores ≥70 (2 from IA, AA, or C)
TN Teacher Observation Checklist (TnTOC)	Evaluation score Evaluation score	<input type="checkbox"/> 16 (TnTOC)	<input type="checkbox"/> 19 (TnTOC)	<input type="checkbox"/> 22 (TnTOC)
TN Teacher Observation Checklist Plus (TnTOC + TnPIF = TnTOC+)		<input type="checkbox"/> 21 (TnTOC+)	<input type="checkbox"/> 25 (TnTOC+)	<input type="checkbox"/> 29 (TnTOC+)
Local Norms from Nationally Normed Characteristics Checklist	Based on local norms approved by SDE	<input type="checkbox"/> Score ≥ +1 SD	<input type="checkbox"/> Score ≥ +1.5 SD	<input type="checkbox"/> Score ≥ +2 SD

- *Nationally-Normed Standardized Test of Creativity (target instrument)*

Scoring: A composite score on the nationally-normed standardized test of creativity should be used.

10 POINTS

An overall score in the range of the 84th to 89th percentile

20 POINTS

An overall score in the range of the 90th to 93rd percentile

30 POINTS

An overall at or above the 94th percentile

- *Creative Product/Portfolio*

The product portfolio may not be used in both the Educational Performance and the Creativity/Characteristics of Gifted categories

Scoring: Total Evaluation score on the *Creative Product Scoring Rubric* should be used.

10 POINTS

A score on the *Creative Product/Portfolio Scoring Rubric* of 27 to 29 points

20 POINTS

A score on the *Creative Product/Portfolio Scoring Rubric* of 30 to 32 points

30 POINTS

A score on the *Creative Product/Portfolio Scoring Rubric* of at least 33 points

- *TN Creative Thinking Rating Scale (TnCreat)*

Scoring: Each item on this form can be scored with a 0, 1, 2, or 3 points. If 3 points are awarded for any item, an example of how creativity is exhibited on that item must be given.

10 POINTS

40 points must be obtained on the TN Creative Thinking Rating Scale

20 POINTS

45 points must be obtained on the TN Creative Thinking Rating Scale

30 POINTS

50 points must be obtained on the TN Creative Thinking Rating Scale

- *Nationally Normed Gifted Characteristics Checklist*

Scoring: Since there are a variety of instruments available under this category, refer to norm-referenced test manual for norm table scores.

10 POINTS

GES-3 Quotient 115-122 or
GRS-3 T-Scores ≥ 60 (2 from IA, AA, or C)

20 POINTS

GES-3 Quotient 123-129 or
GRS-3 T-Scores ≥ 65 (2 from IA, AA, or C)

30 POINTS

GES-3 Quotient ≥ 130 or
GRS-3 T-Scores ≥ 70 (2 from IA, AA, or C)

- *TN Teacher Observation Checklist (TnTOC) or TN Teacher Observation Checklist Plus (TnTOC+)*

Scoring: On the *TnTOC*, the rater will consider the statements on the *TnTOC* and check the box that corresponds to traits, attributes, and behaviors that are demonstrated by the student and observed by the professional in the educational setting. Then, the scorer will use the *TN Teacher Observation Checklist Scoring Criteria* form to calculate the score on this instrument.

The *TN Parent Information Form (TnPIF)* is given to parent/guardian at the beginning of the assessment process in order to obtain parental input. The information obtained from this checklist is used in combination with the *TnTOC* to form the *TnTOC+*.

Scoring: On the *TnTOC+*, the score is obtained by adding the *TnTOC* score to the total score from the *TN Parent Information Form (TnPIF)*. Refer to the *TN Teacher Observation Checklist Plus (TnTOC+) Scoring Criteria*.

10 POINTS

A score of 16 on the *TnTOC*
A score of 21 on the *TnTOC+*

20 POINTS

A score of 19 on the *TnTOC*
A score of 25 on the *TnTOC+*

30 POINTS

A score of 22 on the *TnTOC*
A score of 29 on the *TnTOC+*

- *Local Norms: Derived locally on a Nationally Normed Gifted Characteristics Checklist*

Scoring: Some systems may choose to derive their own norms using an already standardized gifted checklist.

10 POINTS

One standard deviation above the mean

20 POINTS

One and a half standard deviation above the mean

30 POINTS

Two standard deviations above the mean

Cognition Category:

Assessment Selection/Scoring: Be sure that the instrument used for measurement of cognition is appropriate. It may be necessary to consider the individual and unique characteristics of the student who will be administered the assessment. Cognitive measures must be administered and scored by a licensed school psychologist, clinical psychologist, or licensed psychological examiner.

Individually Administered Test of Intelligence or Cognition	Full Scale	<input type="checkbox"/> $\geq 118 - \leq 122$	<input type="checkbox"/> $\geq 123 - \leq 129$	<input type="checkbox"/> ≥ 130	<input type="checkbox"/> 2nd/3rd Range	POINTS Cognition
	Split Score	N/A	N/A	<input type="checkbox"/> Primary Score/ Cluster ≥ 130 with 1.5 SD Discrepancy		

10 POINTS

A standard score of 118-122

20 POINTS

A standard score of 123-129

30 POINTS

A standard score of 130 and above

ELIGIBILITY GUIDELINES

After completing the student's comprehensive evaluation, the IEP/Assessment Team will need to determine eligibility for services in special education. This determination is based on meeting the two prongs of eligibility:

1. Meeting the evaluation criteria for Intellectual Giftedness, and
2. Determination of need for services.

"Intellectually Gifted" means a child whose intellectual abilities and potential for achievement are so outstanding the child's educational performance is adversely affected. "Adverse affect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs.

Before determining eligibility, the IEP team must first consider a student's individual needs.

1. The IEP Team should consider the assessment findings in all assessment categories. Any one of these areas may be an indicator of need.
2. When considering these assessment findings, the IEP Team must determine the availability of appropriate services within the general education curriculum, specifically within the student's classroom and school. When determining a student's need for special education services, the team should consider the results of the general education interventions, the student's response to those interventions which were implemented in the general education classroom and the rigor of the general curriculum provided to that student as evidenced by state level assessment (TCAP) data for the school.
3. In addition to assessment results, it is important for the IEP Team to be familiar with the characteristics of students who are intellectually gifted, especially the concomitant problems (see section 1.3) which may be present as a result of the student's giftedness. These problems are frequently overlooked or misunderstood when the need for services is being determined. Students who meet eligibility criteria and persistently demonstrate the concomitant problems of gifted students are frequently not having their academic and/or affective needs met in the general education classroom. In these situations, students may be demonstrating a need for special education services which cannot be provided through the general education program.
4. Affective need should be taken into consideration when determining the second prong of eligibility. Traits such as heightened sensitivity, overexcitabilities, and sense of fairness and justice may cause great disparities between the gifted child and peers and thus socially isolate the child.

MEETING CRITERIA

A minimum score of 50 points must be obtained on the *K-12 Intellectually Gifted Assessment Scoring Grid*. In addition, the student must score in the second or third range in a target area. Also, a student must score in the first range in both educational performance and cognition.

DETERMINATION OF NEED FOR SERVICES – GRADES K-12

The following questions are offered as framework for assisting the IEP Team in determining whether special education services are required. This is not intended to be an exhaustive list, and the IEP team is encouraged to consider all relevant information.

1. What grade level curriculum has the student mastered?
2. To what extent has this student accessed supplemental materials and activities?
3. To what extent does this student have access to intellectual peers through the general education program?
4. What specific goals or abilities does this student have that go beyond the scope of the general education program?
5. What school resources, such as science lab, chess club, honors, and/or advanced placement classes are available in this student's school to assist in meeting his/her individual needs? To what extent is the student accessing these resources?
6. What educational opportunities are accessed by this student outside of school?
7. To what extent is there evidence of a discrepancy between potential and actual performance in the general education program (i.e. underachieving gifted students)?
8. How unique is this student compared to other students in his/her classroom?
9. How do the maturity and social/emotional levels of this student compare to other general education classmates?
10. What general education interventions have been implemented for the student and what has been the student's response to those interventions?
11. Have interventions addressed the social/emotional needs of the student?

SECTION 3

SERVICES IN GIFTED EDUCATION

PRE-SCHOOL SERVICES

The Department of Education recognizes that intellectually gifted children have unique learning styles which require special planning and accommodations by school personnel to recognize, develop, and nurture.

ASSESSMENT

Because children come from widely varying environments, it is important that caution is exercised when assessing the ability of children who have not yet enrolled in school. Use a variety of sources of information (developmental history, anecdotal notes, observations, formal and informal assessment instruments, parent and caregiver input). Be cautious not to over-interpret standardized assessment results. Scores obtained by young children may not be as reliable as those obtained by school age children. Environmental factors are especially relevant at this age.

NOTE: For eligibility purposes the TnTOC, TnCreat, or other standardized checklists must be completed by a preschool teacher or other individual not related to the child who has had an opportunity to observe the child in a learning environment with same age peers.

ELIGIBILITY

Once assessment criteria have been met, the following questions are offered as a beginning point to assist the IEP Team in determining the second prong of eligibility, i.e. whether special education services are required. This is not intended to be an exhaustive list. The IEP Team is encouraged to consider all relevant information.

1. To what extent has this child mastered developmental tasks at an advanced level?
2. To what extent does this child access supplemental materials and activities?
3. To what extent does this child have access to intellectual peers in any environment?
4. To what extent would the child be able to follow procedures in a classroom setting?
5. What unique interests or abilities (such as advanced reading or communication skills) does this child have?
6. What enrichment activities are available in the child's home?
7. What enrichment activities are available in the child's community?
8. How unique is this child from other children his/her age?
9. What are the sources of encouragement in this child's environment?

PROGRAMMING OPTIONS FOR PRESCHOOL CHILDREN

The following programming options should be considered when making recommendations. These service options are most frequently recommended for preschool children, who are

identified as intellectually gifted, and should not be considered a finite list. Options are limited only by the needs of the child and the creativity of the IEP Team. As with all other preschool exceptionalities, FAPE is the guiding principle and an IEP determines what services are appropriate for the child. No one option should be considered for all preschool students.

1. **PARENT TRAINING:** Provide training for parents
2. **MATERIALS:** Provide appropriate materials and information related to resources for parents or materials for students to use
3. **SCHOOL LIBRARY PRIVILEGES:** Allow parent to bring child to school library on a regular basis to check out books
4. **DIRECT INSTRUCTIONAL SERVICES:** Provide small group or individual instruction on a regularly scheduled basis
5. **EARLY ADMISSION TO SCHOOL:** Research has shown that early admission to school is advantageous for the child identified as intellectually gifted, and who is within one year of the ordinary school entrance age and is generally mature for his/her age. It is imperative that the child's requisite emotional, intellectual, physical and social development is at such a rate that early entrance allows for positive growth. If early admission is an option chosen, the IEP Team should review progress no later than the first grading period to determine if enrollment should continue. The IEP Team should be aware that a child who is admitted early may need additional support services and counseling throughout or at any time during his or her school experience.

SERVICE DELIVERY OPTIONS (K-12)

"It is difficult to generalize about students who are gifted because their characteristics and needs are so personal and unique. However, as a group they comprehend complex ideas quickly, learn more rapidly and in greater depth than their age peers, and may exhibit interests that differ from those of their peers. They need time for in-depth exploration, they manipulate ideas and draw generalizations about seemingly unconnected concepts, and they ask provocative questions."

Sandra L. Berger

A goal of gifted education is to understand the needs of individual students and then match those student needs with an appropriate service. In order to do this, each district will have a continuum of services at every level to meet the diverse needs of gifted students. A continuum of services provides administrators, teachers, parents, and students with a menu of educational options that respect individual student differences and reflect classroom and community resources. When developing a continuum of services, districts should consider a number of settings and instructional approaches.

TYPES OF SPECIAL SERVICES

A sound basis for developing a program for intellectually gifted students should consider several options. Throughout all of these components, affective needs should be addressed. In developing a program for a particular student, one or more of these components may be appropriate, depending upon the needs of the student. A student's needs can be best determined through a variety of assessments including observations, pre-tests, and standardized achievement tests.

EDUCATIONAL OPTIONS FOR PROGRAMMING

Educational services suitable for the intellectually gifted may be offered singularly or in combination with other alternatives. In all instances, students should be placed in an environment which will support their need for acceleration and/or enrichment. Services may be categorized into those that take place within the general education classroom setting, those that are provided outside the general education classroom, and other opportunities that students and parents may wish to pursue on their own.

Services Provided Within the General Education Classroom

Services within the general education classroom require that the classroom teacher assume the responsibility for working with the intellectually gifted student within the regular school day and provide instruction designed to meet the individual needs of the student. Best practice provides opportunities for consultation with a teacher who meets gifted employment standards. In many instances, services require the teacher to compact the curriculum for the student. Compacting involves pre-testing the student to determine content he/she knows, removing what is mastered

from the curriculum, and teaching only the content not mastered by the student. The time gained through compacting is one means to provide time during which the student may be involved in the options chosen during the IEP Team meeting. Educational service options might include:

Acceleration takes advantage of the student's ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level. It should be noted that acceleration and grade skipping are not synonymous terms. Each student's strengths and weaknesses must be carefully analyzed. Factors which should be considered in making the determination whether and/or in which area(s) to accelerate a student include, but should not be limited to:

1. Level of language development: — Does the student have a vocabulary level and the language skills necessary for advanced content?
2. Motivation: — Is the student excited by the challenge of unmastered material/skills or does he/she find intellectual risk-taking a threat?
3. Cooperativeness: — What is the student's present level of cooperation with teachers regarding assigned tasks? Refusal or reluctance to complete routine work while maintaining high test and achievement scores in a subject is a definite signal that content should be modified.
4. Willingness and/or ability to produce at the student's present level of placement: — Students at either extreme of a performance continuum may be candidates for acceleration. As with "cooperativeness", non-production may signal that a student needs more challenging content. On the opposite end, the student who produces consistently may find it difficult to maintain this production level while mastering material that is more challenging.
5. Skill mastery in the area(s) considered for acceleration: — Subject area tests or curriculum pre/post tests should be administered for the purpose of determining whether or not the student has mastered skills necessary to move to the next level.

If students who are intellectually gifted perform well in their current levels of placement, then it is appropriate to consider acceleration. Subject area tests should be administered for determining whether the student has mastered the skills necessary to move to the next level. Any areas of exceptionality should be addressed as well as mastered, and the student should be allowed to progress to the next level.

Acceleration in academic areas should not be considered a substitute for meeting any student's needs in the affective, intuitive/creative, or social domains. As it relates to any one or all of the aforementioned areas of need, the specific areas should be analyzed and integrated into the student's program. Acceleration at the primary and elementary levels might include early entrance to school, ungraded classes, accelerated content, the use of tutors/mentors or grade skipping.

Advanced Placement, International Baccalaureate, or other advanced courses offer an accelerated, in-depth curriculum. Classes are designed for students to engage in an in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

Bibliotherapy provides an opportunity for students to use literature as a springboard for discussing themes of personal interests.

Career Awareness provides students an opportunity to develop skills for successful transition to post high school goals experiences.

Classroom Contract is a contract learning system which provides a student/teacher approach as opposed to teacher-centered mode of instruction.

Cluster Grouping is a grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of gifted students rather than just one or two students.

Curriculum Compacting eliminates practice or instructional time and streamlines instruction or assignments as student demonstrates previous mastery of curricular standards.

Differentiated Curriculum allows for complex instruction and ongoing assessment through the use of multiple texts and supplementary materials.

Enrichment means that the student’s education will be broader in scope, will reflect topics in greater depth and at higher cognitive levels, and involve many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum. Enrichment may occur horizontally or vertically and should focus on the development of the particular intellectual skills of the student. These might include but should not be limited to:

- making associations and conceptualizing interrelationships,
- evaluating facts and points of view critically,
- creating new ideas and avenues of thought,
- identifying as well as analyzing complex problems,
- determining an array of solutions to problems and possible concomitant outcomes, and
- understanding others without personal bias.

Enrichment in the academic areas should not be considered a substitute for meeting a student’s affective, intuitive/creative, or social needs.

Flexible Grouping is an arrangement whereby students identified as intellectually gifted are placed in groups which bring them in contact with others of similar abilities and interests. It should be noted that simply grouping intellectually gifted students together without changing the curriculum or the manner in which these students are taught cannot be expected to produce any

substantial changes. Coupled with differentiated curriculum and methodology, grouping affords intellectually gifted students opportunities to relate to and to be challenged by their intellectual peers. Formats for grouping may include the following:

- Cluster grouping within a class
- Alternative classes or schools
- Seminars
- Resource centers
- Mini-studies

Grade Skipping may also be considered as an educational option for the intellectually gifted student. When considering this option, several areas should be considered:

1. Has the student mastered all content at grade level?
2. Is the student completing work at a level commensurate with his/her ability?
3. Does the student complete tasks quickly as well as accurately and seem to have a great deal of free time?
4. Does the student seem bored, refuse to do assigned tasks, or seem to be a behavior problem?
5. Is the student advanced emotionally?
6. Does the student relate well with older students?
7. Is there a sibling in the next grade?
8. Is the receiving teacher comfortable with the student moving to his/her classroom?
9. Do the parents agree with the accelerated program?
10. Have all supplemental materials and activities been exhausted?
11. Is the student well above his/her age peers in abilities, knowledge, or talents?

Deciding whether or not to skip a grade is always a complex decision. However; there are proven systems to help educators make that choice. One method, *The Iowa Acceleration Scale (IAS)*, is used by schools in all 50 states as well as Australia, Canada, and New Zealand.

Accelerating a student from grade to grade requires considerable planning and careful monitoring. Because every student identified as intellectually gifted does not need or benefit from grade skipping, careful analysis of individual differences should take place prior to using this option. Completion of the Iowa Acceleration Scale is strongly recommended prior to accelerating a student to the next grade.

Independent Study (Flexible Scheduling) allows for academic/intellectual growth in a field of interest or strength. This provides the student opportunities to engage in exploratory study or pursue closely defined in-depth projects. This is especially effective if the student has an opportunity to make use of flexible amounts of study time for those experiences that meet a student's individual needs.

Interest Grouping allows small clusters of students who have similar interests and abilities to work together on specific tasks. Seminars of interest to those particular students can provide time to stimulate the thinking or exploration in particular fields of interest. Interest grouping should not be construed to mean that these students would remain together for long periods of time (such as a self-contained situation). Opportunities should be provided for students to work with others who are not in their classroom or grade.

Mentorships provide experience with professionals in a student's area of interest and allows for acceleration and enrichment in field of interest.

Multi-Age Grouping may provide students of advanced ability to benefit from opportunities that allow them to work in groups of varying time duration with students from other grade levels who have similar interests and abilities. Such arrangements can be on a part-time basis, usually during the period when that student has mastered the skills being presented or developed in the general classroom setting.

Self-Contained Gifted Classroom may be a general education and/or a special education option. This option provides intellectually gifted students the opportunity to move through the curriculum at a faster pace or greater depth.

Supplemental Learning Materials are individual materials which are made available to encourage the students to pursue areas of individual interest. Self-directed and self-paced student learning is also included here.

Team Teaching allows teams of two or more teachers to work collaboratively in the planning, implementation, and evaluation of a student's program. A team teaching approach uses general education personnel with specific expertise in a particular area to be utilized. Such teaming can provide increased flexibility in working with different groupings of students in terms of those students' specific abilities and interests. Teaming can provide longer blocks of time within which students, identified as intellectually gifted, may work in small groups or on an individual basis with the team personnel available to assist the students.

Services Provided Outside the General Education Classroom are provided outside the general education classroom exist as a supplement to the general education classroom program within the regular school day. A specially trained teacher who works with intellectually gifted students and whose responsibilities include designing and implementing the Individual Education Program should provide these options. These options may necessitate the removal of the student from the general education classroom for a portion of the school day and they may include:

Affective Instruction should be an integral part of the program for intellectually gifted students and provide experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals.

Community Resources provide the local school and community a rich resource of human talents in a variety of different areas. Once that population has been identified, a “talent bank” listing of persons’ specific skills, interests, aptitudes, etc., should be compiled. Consultants can be matched with students who share similar talents or interests for a short-term enrichment experience.

Counseling may be necessary to help gifted students deal with growing up in a world that may not understand nor support gifted individuals. Counseling should be provided by district employed school counselors or gifted service providers who are trained in recognizing the characteristics and needs of the intellectually gifted.

Explorations can include visits to areas of special interest for use as learning resources. Museums, cemeteries, industrial plants, technological exhibits, archaeological dig sites, theatre, and period home tours represent examples of these learning resources.

Itinerant Teachers are educators with experience and expertise in the area of education of students who are gifted. In rural areas or small districts, the itinerant teacher may be available to several schools or school systems and provide learning experiences for students identified as gifted on a regular basis.

Resource/Interest Development Centers should be created for students who need to become involved with materials focusing on a specific subject area (mathematics, science, social science, language areas, or a combination of these and other areas). These centers encourage higher cognitive and affective levels and processes. Curriculum development should be based on student knowledge and interest, the development of higher levels of thinking and creativity, and motivation of the students who may be underachievers. Students work individually or together while pursuing their own interests, or on a contractual agreement under the supervision of an advisor or teacher.

Seminars are high interest presentations by a teacher(s) or community person(s) on a variety of topics to stimulate further individual or group study.

Other Opportunities:

Gifted students should be encouraged and supported to pursue outside school experiences matched to their interests, needs, and strengths. Gifted service providers and school counselors are resources for providing information about these opportunities. Some examples of these experiences are listed below:

Dual Enrollment provides secondary level students with opportunities to engage in specific subject area studies or experiences for high school and college credit.

Governor's Schools and other summer academic programs provide opportunities for the development of academic skills as well as career exploration and social/emotional growth.

Internships with businesses, non-profit organizations, and arts organizations provide the student an opportunity to develop career skills and community access.

Magnet Schools often offer a focus of fine arts, communication, or science and technology.

Model UN, Mock Trial and other simulations provide an opportunity for students to engage in high level experiential activities.

On-line courses provide an opportunity for a student to take courses which otherwise might not be available to him or her.

Mentorships match individual students with an assigned adult, other resource person, or consultant on a regularly scheduled basis. Special care must be taken in connecting the student's needs in an area of independent study with a person having particular expertise in that area or field. This is especially suitable for involving those persons in the community who can volunteer time, expertise, and knowledge in various career fields.

Student Internships provide opportunities to learn on-site in a field study or practical relationship with a mentor. Resources may include persons in the professions, business, industry, arts, and many other areas. The study effort represents a learning opportunity for students who exhibit potential ability. This should not be confused with any general work program intended to earn money while attending school. This type of relationship is more in the form of an apprenticeship and is especially suitable for high school students.

Summer School Activities provide short-term, intensive learning experiences for intellectually gifted students. These experiences should serve to expose students to exceptional teachers, to encourage short-term interaction with other students identified as gifted, and to develop skills necessary for further advancement in the regular school year. Some colleges and universities offer programs especially designed for high achieving and gifted students.

School districts should be committed to a continually evolving process designed to meet best practice standards in gifted education. As assessment and instructional practices continue to develop, LEAs must respond accordingly. The Department of Education stands ready to consult and guide districts in their work to meet the individual needs of gifted students.

Intellectually Gifted

Appendices

*Note: Child Find, Screening, and Assessment Resources and Forms are available for Gifted Screening and Evaluation Teams on the state website <http://www.tennessee.gov/education/speced/index.shtml>
For questions or clarifications contact Division of Special Education at toll-free number:
1-888-212-3162.*

Appendix A

TEST PUBLISHERS— ASSESSMENT INSTRUMENTS

Assessment Instruments for Gifted

(Published Instruments)

COGNITIVE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Bateria III Woodcock-Muñoz <i>Riverside Publishing</i>	Cognition and Educational Performance	Ages 2-90+	Individual	Placement	Use for Spanish speaking individuals
Cognitive Abilities Test (CogAT) Form 6 <i>Riverside Publishing</i>	Cognitive	Grades K-12	Group	Screeners	Assesses student's abilities in reasoning and problem solving
Comprehensive Test of Nonverbal Intelligence 2 nd Edition (CTONI -2)* <i>Pro-Ed</i>	Cognition	Ages 6 – adult	Individual	Placement	A nonverbal assessment recommended for individuals who are bilingual, ESL, economically disadvantaged, or deaf. Special efforts were made to eliminate sources of cultural, gender, racial, or linguistic bias. **
Das-Naglieri Cognitive Assessment System (CAS)* <i>Riverside Publishing</i>	Cognition	Ages 5.0 – 17.11	Individual	Placement	Facilitates the identification of giftedness. Special attention was paid to making the CAS fair for minority groups.**
Differential Ability Scales 2 nd Edition (DAS-2)* <i>PsychCorp</i>	Cognition	Ages 2.6 – 17.11	Individual	Placement	Out-of-level use is allowed making this test especially useful for children high in ability.
James Madison Test of Critical Thinking <i>The Critical Thinking Co.</i>	Cognition	Grades 7-12	Either	Screeners	Assessment is designed to evaluate the in-depth critical thinking ability of middle school students through adults
Kaufman Adolescent and Adult Intelligence Test (KAIT) <i>PsychCorp</i>	Cognition	Ages 11-85+	Individual	Placement	Yields Fluid, Crystallized, and Composite IQs

COGNITIVE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Kaufman Assessment Battery for Children—Second Edition (K-ABCII) <i>Pro-Ed</i>	Cognition	Ages 3.0 – 18.0	Individual	Placement	Theoretical foundation from Luria's neuropsychological model and CHC approach. Co-normed with KTEA-II. Culturally fair and linguistically fair.
Kaufman Brief Intelligence Test 2 nd Edition (K-BIT-2) <i>Pro-Ed</i>	Cognition	Ages 4 – 90	Individual	Screeners	Recommended as an instrument for screening to identify gifted students. **
Kuhlmann-Anderson Tests (KA) <i>Scholastic Testing Services</i>	Cognition	Grades K-12	Group	Screeners	Verbal and nonverbal items (although the items are primarily nonverbal in the early grades)
Leiter International Performance Scale – Revised (Leiter-R) <i>Stoelting</i>	Cognition	Ages 2.0 – 20.11	Individual	Placement	A nonverbal assessment specially suited for disadvantaged, ELL, and hearing impaired. Shows exceptional fairness for all cultural and ethnic backgrounds.
Naglieri Nonverbal Ability Test – Individual Administration (NNAT) <i>Pearson</i>	Cognition	Ages 5 - 17	Individual	Placement	Effective for identifying gifted and talented students from diverse cultural groups or ELL students.
Otis-Lennon School Ability Test-8 th Edition (OLSAT) <i>Pearson</i>	Cognitive	Grade K-12	Group	Screeners	Measures abilities related to success in school
Primary Test of Cognitive Skills (PTCS) <i>McGraw-Hill</i>	Cognitive	Grade K-1	Group	Screeners	PTCS consists of four tests: Verbal, Spatial, Memory, and Concepts.

COGNITIVE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Raven's Progressive Matrices <i>PsychCorp</i>	Cognition	Ages 5 – 11	Either	Placement	A nonverbal assessment, the <i>Advanced Progressive Matrices</i> is recommended for gifted.
Reynolds Intellectual Assessment Scale (RIAS) <i>PAR</i>	Cognition	Ages 3-94	Individual	Placement	Measures verbal and nonverbal intelligence and memory
Reynolds Intellectual Screening Test (RIST) <i>PAR</i>	Cognitive	Ages 3-94	Individual	Screeners	Brief screening measure to help identify individuals who need a more comprehensive intellectual assessment
Screening Assessment for Gifted Elementary and Middle School Students 2 nd Edition (SAGES-2) <i>Pro-Ed, Inc.</i>	Cognition	Ages 5.0 – 14.11	Either	Screeners	There are two versions: one for grades K-3 and one for grades 4-8; Provides percentile scores for general education and gifted populations by age; includes subtests for language arts/social studies/mathematics/science reasoning
Slosson Full-Range Intelligence Test (S-FRIT) <i>Slosson Educational Publications</i>	Cognition	Ages 5-21	Individual	Screeners	Individual screening that gives a balanced measure of Verbal/Performance/Memory cognitive assessments
Slosson Intelligence Test, Primary (SIT-P) <i>Slosson Educational Publications</i>	Cognition	Ages 2-7.11	Individual	Screeners	Screening measure that gives both verbal and performance items for a balanced estimate of cognitive abilities.
Slosson Intelligence Test, Revised (SIT-R3) <i>Slosson Educational Publications</i>	Cognition	Ages 4-65	Individual	Screeners	A quick and reliable individual screening test of Crystallized Verbal Intelligence

COGNITIVE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Stanford-Binet Intelligence Scale -5 th Edition (SB-V) <i>Riverside Publishing</i>	Cognition	Ages 2 – 85	Individual	Placement	Measures Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, and Working Memory. Less emphasis on visual-motor or timed performance test items and more emphasis on language measures of intelligence
Test of Cognitive Skills Second Edition (TCS/2) <i>McGraw-Hill</i>	Cognition	Grade 2-12	Group	Screeners	Cognitive abilities including sequences, analogies, memory, and verbal reasoning. Also includes anticipated achievement scores when given with TerraNova.
Test of Non-Verbal Intelligence -3 Edition (TONI-3) <i>PsychCorp</i>	Cognition	Ages 5 – 85	Either	Placement	Ideal for schools seeking a bias-free, culture-free instrument for identifying gifted and talented students as young as age five.
Universal Nonverbal Intelligence Test (UNIT) <i>Riverside Publishing</i>	Cognition	Ages 5-17.11	Individual	Placement	Unprecedented fairness for individuals with culturally diverse backgrounds.
Wechsler Adult Intelligence Scale -4 th Edition (WAIS-IV) <i>PsychCorp</i>	Cognition	Ages 16-90:11	Individual	Placement	Same composite scores as WISC-IV
Wechsler Intelligence Scales for Children 4 th Edition (WISC—IV) <i>The Psychological Corporation</i>	Cognition	Ages 6 – 16.11	Individual	Placement	Measures Verbal Comprehension, Perceptual Reasoning, Processing Speed, and Working Memory Can use Brief version for screening purposes
Wechsler Preschool and Primary Scale of Intelligence 3 rd Edition (WPPSI – III) <i>The Psychological Corporation</i>	Cognition	Ages 2:6 – 7:3	Individual	Placement	Measures Verbal IQ, Performance IQ, and Processing Speed

COGNITIVE INSTRUMENTS & PUBLISHER	AREA ASSESSED		GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Wide Range Intelligence Test (WRIT) <i>PAR</i>	Cognitive	Ages 4-85	Individual	Placement		Yields a Verbal and Visual IQ which generates a General IQ when combined
Woodcock Johnson III NU Tests of Cognitive Abilities (WJIII-NU) <i>Riverside Publishing</i>	Cognition	Ages 2-90+	Individual	Placement		Brief Intellectual Ability (BIA) score can be obtained for screening purposes

CREATIVITY INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Gifted Evaluation Scales -3 rd Edition (GES-3) <i>Hawthorne</i>	Creativity	Grades K – 12	Individual	Placement	Provides measure of intellectual ability, creativity, specific academic ability, leadership ability, performing and visual arts skills, and motivation.
Gifted Rating Scales <i>PsychCorp</i>	Creativity	Ages 4- 13.11	Individual	Placement	Covers five domains: intellectual, academic readiness, motivation, creativity and artistic talent
Group Inventory for Finding Creative Talent (GIFT) <i>Educational Assessment Service</i>	Creativity	Grades K – 6	Individual	Screeners	Must be scored by publisher but cost is included in purchase price. Recommended for all populations.
Profile of Creative Abilities <i>Pro-Ed</i>	Creativity	Ages 5- 14.11	Either	Placement	Consists of two subtests, each measuring two aspects of divergent production: Drawing and Categories
Torrance Tests of Creative Thinking (TTCT)- Figural and Verbal <i>Scholastic Testing Services</i>	Creativity	Figural: K – adult. Verbal: 1 – adult	Either	Placement	Thinking Creatively with Pictures (Figural) contains picture construction, picture completion, and lines. Thinking Creatively with Words (Verbal) contains ask-and-guess, product improvement, unusual uses, and just suppose
Williams Scale of Divergent Thinking -- Creativity Assessment Packet (CAP) <i>Pro-Ed</i>	Creativity	Ages 6 – 18	Individual	Placement	Measures the cognitive thought factors of fluency, flexibility, elaboration, originality, vocabulary, and comprehension.

EDUCATIONAL PERFORMANCE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Basic Achievement Skills Inventory (BASi) <i>PsychCorp</i>	Educational Performance	Ages 8-80	Individual	Placement	Measures math, reading, and language skills in a comprehensive or survey test
Diagnostic Achievement Battery – Third Edition (DAB3) <i>ProEd</i>	Educational Performance	Ages 6- 14:11	Individual	Placement	Measures Spoken Language, Written Language, and Mathematics
Diagnostic Achievement Test for Adolescents-2 nd Edition (DATA-2) <i>ProEd</i>	Educational Performance	Grade 7-12	Individual	Placement	Core subtests measure Receptive Vocabulary, Receptive Grammar, Expressive Grammar, Expressive Vocabulary, Word Identification, Reading Comprehension, Math Calculations, Math Problem Solving, Spelling, and Writing Composition. Three supplemental subtests measure Science, Social Studies, and Reference Skills.
Hammill Multiability Achievement Test (HAMAT) <i>ProEd</i>	Educational Performance	Ages 7- 17:11	Individual	Placement	Provides subtests in the areas of: Reading, Writing, Mathematics, and Facts.
Iowa Algebra Aptitude Test – 5 th Edition (IAAT) <i>Riverside Publishing</i>	Educational Performance	Grades 7-8	Group	Placement	Only assesses math achievement
Iowa Test of Basic Skills (ITBS) <i>Riverside Publishing</i>	Educational Performance	Grade K-8	Group	Placement	Measures: Vocabulary, Word Analysis, Listening, Reading Comprehension, Language, Math, Social Studies, Science, and Sources of Information
Kaufman Tests of Achievement – 2 nd Edition (KTEA2) Brief Form <i>PsychCorp</i>	Educational Performance	Ages 4-90+	Individual	Screeners	Subtests in: Reading, Math, Written Expression

EDUCATIONAL PERFORMANCE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Kaufman Tests of Achievement – 2 nd Edition (KTEA2) Comprehensive Form <i>PsychCorp</i>	Educational Performance	Ages 4-25	Individual	Placement	Composite scores in: Reading, Math, Written Language, and Oral Language
Orleans-Hanna Algebra Prognosis Test-3 rd Edition <i>Pearson</i>	Educational Performance	Grades 7-11	Group	Placement	Only assesses math achievement
Stanford Achievement Test Series, Tenth Edition (Stanford 10) <i>Pearson</i>	Educational Performance	Grade K-12	Group	Placement	Assesses Reading, Math, Language, Spelling, Listening, Science, and Social Studies
Test of Early Mathematics Ability Third Edition (TEMA-3) <i>ProEd</i>	Educational Performance	Ages 3 – 8:11	Individual	Placement	Described as "a test that can be used to identify gifted students." Only assesses math achievement.
Test of Mathematical Abilities for Gifted Students (TOMAGS) <i>Prufrock Press</i>	Educational Performance	Grades K – 6	Group or Individual	Placement	Only assesses math achievement
Wechsler Individual Achievement Test – 2 nd Edition (WIAT2) <i>PsychCorp</i>	Educational Performance	Ages 4-19:11	Individual	Placement	Can be used only until January 2011
Wechsler Individual Achievement Test – 3 rd Edition (WIAT3) <i>PsychCorp</i>	Educational Performance	Ages 4-19:11	Individual	Placement	Composite scores in: Oral Language, Reading, Written Expression, and Math

EDUCATIONAL PERFORMANCE INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Wide Range Achievement Test – 4 th Edition (WRAT4) <i>PAR</i>	Educational Performance	Ages 5-94	Individual	Placement	Subtests in: sentence comprehension, word reading, spelling, and math computation
Woodcock Johnson III NU Tests of Achievement (WJIII-NU) <i>Riverside Publishing</i>	Educational Performance	Ages 2-90+	Individual	Placement	Composite scores in Reading, Oral Language, Math, and Written Language

OTHER INSTRUMENTS & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Traits, Aptitude, Behaviors (TAB) <i>University of Georgia</i>	Gifted behaviors	Grades K – 12	Either	Screeener	Requires training before using. Excellent for underrepresented populations.
Gifted and Talented Evaluation Scale (GATES) Stoelting	Gifted behaviors	Ages 5 – 18	Individual	Screeener	The <i>GATES</i> comprises 50 items that describe characteristic behaviors of persons who are gifted and talented.
Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS). Also known as the Renzulli-Hartman Scales. <i>Creative Learning</i>	Gifted behaviors	Grades 1 – 12	Individual	Screeener	LEA must develop local norms to use this scale for eligibility determination.
Iowa Acceleration Scale A Guide for Whole-Grade Acceleration K-8 <i>Gifted Psychology Press, 1998</i>	General information, critical items, school history, prior ability and achievement test results, prior professional evaluations, academic ability and achievement, school and academic factors, developmental factors, interpersonal skills, attitude and support, and a summary and planning sheet.	Grades K – 8	Individual	Programming	A tool designed to guide educators in making important decisions regarding whether a particular student is a candidate for whole-grade acceleration (grade-skip). The IAS provides a structured format to guide a child study team in the discussion and decision about the type of acceleration that might be most appropriate for a given child.
Kingore Observation Inventory 2 nd Edition (KOI) <i>Professional Associates Publishing</i>	Gifted Behaviors	Grades K-8	Individual	Programming	Enables educators to enrich the learning environment for all children while identifying gifted and talented students through seven categories of observable behavior.
Scales for Identifying Gifted Students (SIGS) <i>Prufrock Press Inc.</i>	Gifted Behaviors	Ages 5-18	Individual	Programming	The <i>SIGS</i> is composed of seven scales: (1) general intellectual ability; (2) language arts; (3) mathematics; (4) science; (5) social studies; (6) creativity; and (7) leadership.

Appendix B

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REFERENCES AND RESOURCES

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ORGANIZATIONS AND WEB SITES

Council for Exceptional Children Gifted and Talented Division (CEC) Arlington, VA

Available online: www.cec.sped.org/gifted

Davidson Institute for Talent Development

Available online: www.davidson-institute.org

Duke University Talent Identification Program

Available online: <http://www.tip.duke.edu>

Eric Clearinghouse on Disabilities and Gifted Education, Arlington, VA

Available online: <http://ericec.org> and www.ed.gov/databases/Eric_Digests

Gifted Child Society

Available online: www.gifted.org

Gifted Children

Available online: www.exxnet.com/gifted/html

Hoagies' Gifted Education Page

Available online: www.hoagiesgifted.org

National Association for Gifted Children (NAGC)

Available online: www.nagc.org

Tennessee Association for the Gifted (TAG)

Available online: www.tag-tenn.org

Vanderbilt University Programs for Talented Youth (PTY)

Available online: www.ptv.vanderbilt.edu

WKU : The Center of Gifted Studies

Available online: www.wku.edu/Dept/Support/AcadAffairs/Gifted

Yahoo! - Education: K-12: Gifted Youth

Available online: http://dir.yahoo.com/education/k_12/gifted_youth/

Appendix C

REQUIREMENTS FOR TEACHING

STATE DEPARTMENT REQUIREMENTS

Teaching Personnel in Gifted Education

0520-01-02-.03(7) – Tennessee Code Annotated

(7) Teaching Personnel in Gifted Education

- (a) A classroom teacher in special or general education providing direct instruction to students identified by state criteria as intellectually gifted students shall meet the following employment standards:
 - 1. The teacher shall be endorsed in the appropriate general education area or must hold the appropriate special education endorsement and
 - 2. The teacher shall meet one of the following standards:
 - (i) The teacher shall work in consultation with a teacher who meets the standards for consulting teachers listed in (b) or
 - (ii) The teacher shall have completed six semester hours of college or university course work or the equivalent contact hours in teaching gifted students approved by the Department of Education or
 - (iii) The teacher shall hold an endorsement in gifted education.
- (b) A consulting teacher in special or general education who works with other teachers or who teaches classes especially designed for gifted students in grades prekindergarten through twelve shall meet the following employment standards:
 - 1. The consulting teacher shall be endorsed in the appropriate general education area or must hold the appropriate special education endorsement and
 - 2. The consulting teacher shall meet one of the following standards:
 - (i) The consulting teacher shall have completed six semester hours of college or university coursework or the equivalent contact hours in teaching gifted students approved by the Department of Education or
 - (ii) The consulting teacher shall hold an endorsement in gifted education.
- (c) An individual who serves as a gifted education coordinator in special or general education shall meet one of the following employment standards:
 - 1. The individual shall hold an educator license with an endorsement in gifted education or
 - 2. The individual shall hold an educator license and shall have completed six semester hours of college or university coursework or the equivalent contact hours in teaching gifted students approved by the Department of Education or
 - 3. The individual shall hold a license endorsed in one of the following, beginning administrator, professional administrator, administration/supervision or supervisor of instruction.

A classroom teacher who was endorsed in special education prior to September 1, 1989 and who served gifted students prior to July 1, 1988, may continue to teach eligible intellectually gifted students, provided that they have completed an in-service training program approved by the Department of Education.

Appendix D

ASSESSMENT RESOURCE PACKET

Assessment Resource Packet

**Child Find and Grade Level
Screening**

Individual Screening

Comprehensive Assessment

**Documentation and Data
Collection**

Intellectually Gifted

**Tennessee State Department of Education
Revised August 2010**

Essential Guidelines

TN K-12 Intellectually Gifted Assessment

The following guidelines are essential in making sure the Tennessee Intellectually Gifted criteria are met:

— Total Score Requirements

A total of 50 or more points are required to satisfy Tennessee's Intellectually Gifted criteria, which must include the following:

- a) a Second or Third Range score (20 or 30 points) on at least one Target Instrument from any of the 3 Assessment Categories (Educational Performance, Creativity/ Characteristics of Gifted, Cognition), AND
- b) a First Range score (10 points) on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition (Assessment Option 14) Categories.

— Target Instrument Requirements – 2nd or 3rd Range Scores

Target Instruments are designated for each Assessment Category on the TN K-12 Intellectually Gifted Assessment Scoring Grid (Educational Performance, Creativity/Characteristics of Gifted, Cognition). A student must earn points in the Second or Third Range on at least one Target Instrument in order to satisfy eligibility criteria.

— Target Instrument Score Requirements – 1st Range Scores

A score must be obtained in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2, or 3) and Cognition (Assessment Option 14) Categories. If a First Range score in Educational Performance (Assessment Option 1, 2, or 3) is used to satisfy this criterion, a Second or Third Range score in Educational Performance may be used to acquire a better score for Category Points.

— Assessment Category Points

Only one instrument may be used for the calculation of Category Points in each category.

— Product/Portfolio Points

Points earned for a Product/Portfolio may be scored in either the Educational Performance or the Creativity/Characteristics of Gifted Assessment Categories, but not both.

— Scoring Requirements – TN Teacher Observation Checklist (TnTOC, TnTOC+) and TN Supplementary Performance Checklist (TnSup)

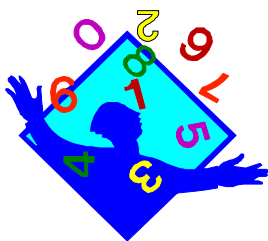
If the TnTOC or the TnTOC+ is used to meet eligibility criteria in the Creativity/ Characteristics of Gifted Category, the TnSup cannot be used to meet eligibility criteria in the Educational Performance Category.



Do you know a student who --

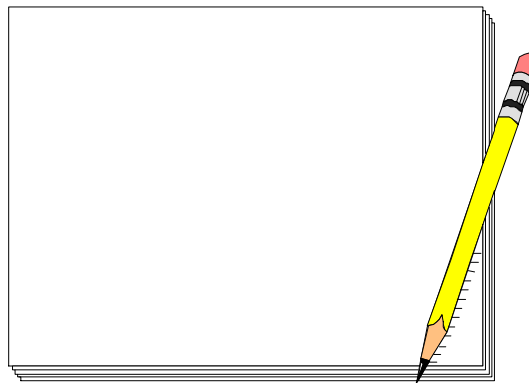
- Is unusually eager to learn
- Is a creative thinker
- Can easily transfer knowledge to new situations
- Shows unusual empathy for people and concern for social issues

Research shows that 3-5% of our population possesses many of these exceptional traits. These children should be nurtured and their education enhanced, for their own benefit, and for the advancement of mankind.



Our world needs these special gifts!

For more information contact



***The State of Tennessee and Local Education Agencies do not discriminate in evaluation or programming on the basis of race, disability, color, religion, gender, age or national origin.**



High Intellectual Potential

Intellectual giftedness is found throughout diverse populations and crosses all economic and cultural boundaries. Early identification and intervention are often required to meet the unique needs of these children.



The State of Tennessee and Local Education Agencies are committed to providing equitable and appropriate assessment for all students.



Definition and Criteria for Eligibility for Gifted

As defined by the Tennessee State
Department of Education

Definition

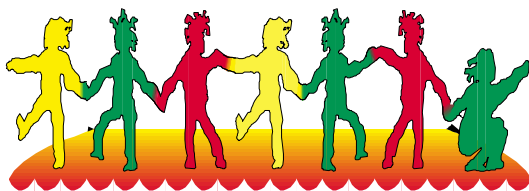
“Intellectually Gifted” means a child whose intellectual abilities and potential for achievement are so outstanding the child’s educational performance is adversely affected. “Adverse affect” means the general curriculum alone is inadequate to appropriately meet the student’s educational needs.



Assessment Criteria

Eligibility for services as a gifted student is based on evaluation in each of the following component areas:

Educational Performance Creativity/Characteristics Cognition/Intelligence



Ten core attributes of giftedness may be seen in students regardless of socio-economic status, culture, or race. These Traits, Aptitudes, and Behaviors (TABs) were identified by Dr. Mary Frasier and are associated with giftedness or children with outstanding talent. Characteristics of creativity identified by Dr. E. Paul Torrance may be indicative of giftedness or outstanding talent.

Frasier – TABs and Definitions

1. Motivation: Evidence of desire to learn.
2. Interests: A feeling of intentness, passion, concern, or curiosity about something.
3. Communication skills: Highly expressive and effective use of words, numbers, symbols, and so forth.
4. Problem-solving ability: Effective, often inventive, strategies for recognizing and solving problems.
5. Memory: Large storehouse of information on school or nonschool topics.
6. Inquiry: Questions, experiments, explores.
7. Insight: Quickly grasps new concepts and makes connections, senses deeper meanings.
8. Reasoning: Logical approaches to figuring out solutions.
9. Imagination and creativity: Produces many ideas, highly original.

Torrance – Characteristics of Creativity

- Fluency: Ability to think of, or produce many ideas or products.
- Flexibility: Ability to think of many different kinds or categories of responses to a stimulus.
- Originality: Unusual or infrequent responses compared to age peers.
- Abstractness of thought: The ability to capture the essence of something by going beyond what is seen or heard by telling a story, giving dialogue, revealing thoughts, or suggesting meaning in an abstract way.
- Elaboration: Imagination and exposition of detail
- Resistance to Closure: Ability to delay closure long enough to make the mental leap that makes possible more original ideas.

Eligibility Criteria

In addition to meeting assessment criteria, a student must demonstrate a need for services beyond what is provided in the general education curriculum.

The Referral Process

Anyone, including the parent(s), guardian, or community professional may refer a student for screening and possible evaluation. A screening team of educational professionals considers screening information, previous evaluations, and teacher/parent input to determine if a comprehensive evaluation is needed. The team’s decision is based on multiple data sources.

An assessment team will determine the types of assessment needed. All procedural safeguards are followed to ensure evaluation procedures are non-discriminatory.



Services for Gifted Students

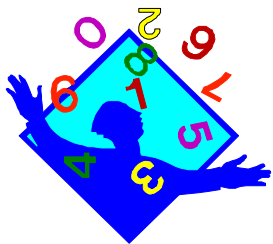
Special services are often required to meet the unique needs of gifted children. A team of professionals and the child’s parent(s) plan the student’s educational program based on the assessment information obtained through the evaluation process.



¿Conoce usted a algún estudiante que:

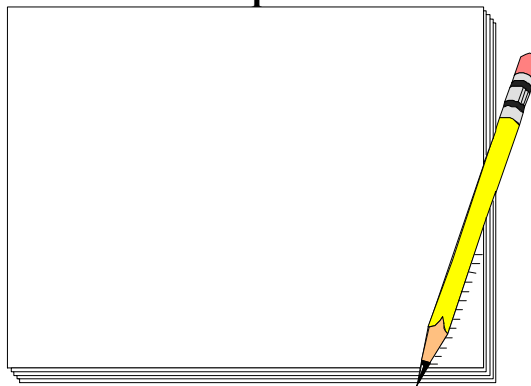
- tenga ganas excepcionales de aprender?
- posea un pensamiento creativo?
- pueda transferir con facilidad los conocimientos a nuevas situaciones?
- muestre empatía excepcional hacia las personas e interés en los problemas sociales?

Las investigaciones muestran que del 3 al 5% de nuestra población posee muchas de estas características especiales. Estos niños deben ser alentados y es necesario intensificar su educación, para su propio beneficio y el progreso de la humanidad.



Nuestro mundo necesita estos dones especiales.

**Si desea más información,
comuníquese con:**



*El Estado de Tennessee y los organismos locales de educación no discriminan por motivos de raza, discapacidad, color, religión, sexo, edad o país de procedencia al realizar la evaluación o la programación.

BUSCAMOS



**Gran
potencial
intelectual**

Las dotes intelectuales se encuentran en poblaciones diversas y no conocen fronteras económicas ni culturales. Con frecuencia, son necesarias la detección y la intervención tempranas para satisfacer las necesidades únicas de estos niños.



GIFTED CHILD FIND



Definición y criterios para ser considerado superdotado

Según la definición del Departamento de Educación del Estado de Tennessee

Definición

Los niños "superdotados intelectualmente" son aquellos con capacidades intelectuales y potencial de logro tan superiores que su rendimiento educativo se ve afectado de manera adversa. Ser "afectado adversamente" significa que el plan de estudios general por sí mismo no es suficiente para cubrir apropiadamente las necesidades educativas del estudiante.



Criterios de quienes reúnen los requisitos

El cumplimiento de los requisitos para recibir servicios como estudiante superdotado se basa en una evaluación de cada uno de los componentes a continuación:

Rendimiento educativo

Creatividad y características de dotes intelectuales

Conocimientos e inteligencia



En los estudiantes, se pueden apreciar diez atributos fundamentales de dotes intelectuales, independientemente de las condiciones socioeconómicas, la cultura o la raza. Estas características, aptitudes y comportamientos (TAB, *traits, aptitudes and behaviors*) fueron identificados por la Dra. Mary Frasier, y se asocian con los niños superdotados o con talentos superiores. Las características de creatividad identificadas por el Dr. E. Paul Torrance pueden ser indicaciones de dotes intelectuales o talentos sobresalientes.

Frasier: TAB y definiciones

1. Motivación: evidencia del deseo de aprender.
2. Intereses: sentimiento de propósito, pasión, interés o curiosidad acerca de algo.
3. Habilidades de comunicación: uso muy expresivo y eficaz de las palabras, los números, los símbolos, etc.
4. Capacidad para solucionar problemas: estrategias efectivas, con frecuencia ingeniosas, para reconocer y solucionar problemas.
5. Memoria: gran capacidad de almacenamiento de información sobre temas escolares o de otro tipo.
6. Cuestionamiento: pregunta, experimenta y explora.
7. Perspicacia: capta conceptos nuevos y hace conexiones con rapidez, y percibe significados profundos.
8. Razonamiento: métodos lógicos para encontrar soluciones.
9. Imaginación y creatividad: genera muchas ideas, muy originales.

Torrance: características de la creatividad

- Fluencia: capacidad para pensar o generar muchas ideas o trabajos.
- Flexibilidad: capacidad para pensar muchos tipos diversos o categorías de respuesta a un estímulo.
- Originalidad: respuestas excepcionales o poco frecuentes en comparación con sus compañeros de la misma edad.
- Abstracción de pensamiento: capacidad para captar la esencia de algo profundizando en lo que ve u oye, narrando una historia, sosteniendo un diálogo, manifestando pensamientos o sugiriendo significados de manera abstracta.
- Elaboración: imaginación y exposición de detalles.
- Resistencia a la conclusión: capacidad para demorar la conclusión lo suficiente para hacer saltos mentales que logren ideas más originales.

Proceso de remisión

Todas las personas, incluidos padres, madres, tutores o profesionales de la comunidad, pueden remitir a un estudiante para un examen y una posible evaluación.

Un equipo examinador integrado por profesionales educativos estudia la información del examen, las evaluaciones anteriores y las aportaciones de los maestros y los padres del estudiante para determinar si es necesario realizar una evaluación integral. La decisión del equipo se basa en varias fuentes de datos.

Un equipo de valoración determinará los tipos de evaluaciones necesarias. Se siguen todas las garantías procesales para comprobar que no haya prejuicios en los procedimientos de evaluación.



Servicios para estudiantes superdotados

Con frecuencia, se requieren servicios especiales para cubrir las necesidades únicas de los niños superdotados. Un equipo de profesionales y los padres del niño planifican el programa educativo del estudiante basándose en la información de la valoración obtenida mediante el proceso de evaluación.

TN K-12 Intellectually Gifted Assessment Scoring Grid

Student Name _____ DOB ____/____/____ School System _____ School _____ Grade ____ Date ____/____/____

The Comprehensive Evaluation must include assessments in each of the three Assessment Categories. Record the highest score obtained in each Assessment Category. Record the single highest score for each Assessment Category in Category Points and calculate a Total Score. The assessment criteria for Intellectually Gifted are met if the student has an overall Total Score of 50 or more points which must include: a) Scoring in the Second or Third Range on at least one Target Instrument from any Assessment Category, and b) Scoring in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2 or 3) and Cognition (Assessment Option 14) Categories.

Assessment Category	Assessment Option	Scoring	First Range 10 Points	Second Range 20 Points	Third Range 30 Points	Target Instrument	Category Points
Educational Performance	1) Standardized Group Criterion-Referenced (e.g., TCAP) and/or Norm-Referenced Group or Individual Achievement Test (e.g., Stanford-10, ITBS, PLAN, Explore, PSAT, WIAT-III, WJIII NU)	Area or Cluster Scores	<input type="checkbox"/> 1 Area $\geq 95\%$ ile or 2 Areas $\geq 90\%$ ile	<input type="checkbox"/> 2 Areas $\geq 95\%$ ile or 3 Areas $\geq 90\%$ ile	<input type="checkbox"/> 3 Areas $\geq 95\%$ ile or 4 Areas $\geq 90\%$ ile	<input type="checkbox"/> 2nd/3rd Range	POINTS Educational Performance
	2) College Entrance Exams (e.g., ACT, SAT)	Area Scores or Full Scale or Total Battery	<input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile	<input type="checkbox"/> $\geq 94\%$ ile – $\leq 97\%$ ile	<input type="checkbox"/> $\geq 98\%$ ile		
	3) TN Supplementary Gifted Performance Checklist (TnSup) (Do not use TnSup if TnTOC or TnTOC+ used in Creativity/ Characteristics of Gifted Category)	Total Score TN Supplementary Gifted Performance Checklist	<input type="checkbox"/> 7/12	<input type="checkbox"/> 8/12	<input type="checkbox"/> 9/12		
	4) Grade Point Average (GPA) Middle School and High School	Current GPA	<input type="checkbox"/> \geq top 6%	<input type="checkbox"/> \geq top 4%	<input type="checkbox"/> \geq top 2%		
	5) Academic Awards: K—12	Awards won in last three years	<input type="checkbox"/> 1 school district	<input type="checkbox"/> 2 school district or 1 in-state regional	<input type="checkbox"/> 3 school district or 2 in-state regional or 1 national/ multi-state/ or statewide		
	6) TN Academic Product or Portfolio	Evaluation score	<input type="checkbox"/> Score total ≥ 27	<input type="checkbox"/> Score total ≥ 30	<input type="checkbox"/> Score total ≥ 33		
Creativity/ Characteristics of Gifted	7) Nationally Normed Standardized Test of Creativity (Torrance Test of Creative Thinking-TTCT – Figural or Verbal, Creative Assessment Packet by Frank Williams – Williams CAP, Profile of Creative Abilities – PCA)	Total TTCT-Figural/Verbal Williams CAP PCA	<input type="checkbox"/> $\geq 84\%$ ile – $\leq 89\%$ ile <input type="checkbox"/> 1 SD = 60 <input type="checkbox"/> CI ≥ 115 – ≤ 122 and HRS or SRS ≥ 115 – ≤ 122	<input type="checkbox"/> $\geq 90\%$ ile – $\leq 93\%$ ile <input type="checkbox"/> 1 ½ SD = 70 <input type="checkbox"/> CI ≥ 123 – ≤ 129 and HRS or SRS ≥ 123 – ≤ 129	<input type="checkbox"/> $\geq 94\%$ ile <input type="checkbox"/> 2 SDs = 80 <input type="checkbox"/> CI ≥ 130 and HRS or SRS ≥ 130	<input type="checkbox"/> 2nd/3rd Range	POINTS Creativity/ Characteristics of Gifted
	8) TN Creative Product or Portfolio	Evaluation score	<input type="checkbox"/> Score total ≥ 27	<input type="checkbox"/> Score total ≥ 30	<input type="checkbox"/> Score total ≥ 33		
	9) TN Creative Thinking Rating Scale (TnCreat)	Evaluation score	<input type="checkbox"/> 40	<input type="checkbox"/> 45	<input type="checkbox"/> 50		
	10) Nationally Normed Gifted Characteristics Checklist (GES-3, GRS)	Refer to instrument manual for scoring	<input type="checkbox"/> GES-3 Quotient: 115-122 <input type="checkbox"/> GRS-3 T-Scores ≥ 60 (2 from IA, AA, or C)	<input type="checkbox"/> GES-3 Quotient: 123-129 <input type="checkbox"/> GRS-3 T-Scores ≥ 65 (2 from IA, AA, or C)	<input type="checkbox"/> GES-3 Quotient: ≥ 130 <input type="checkbox"/> GRS-3 T-Scores ≥ 70 (2 from IA, AA, or C)		
	11) TN Teacher Observation Checklist (TnTOC)	Evaluation score	<input type="checkbox"/> 16 (TnTOC)	<input type="checkbox"/> 19 (TnTOC)	<input type="checkbox"/> 22 (TnTOC)		
	12) TN Teacher Observation Checklist Plus (TnTOC + TnPIF = TnTOC+)	Evaluation score	<input type="checkbox"/> 21 (TnTOC+)	<input type="checkbox"/> 25 (TnTOC+)	<input type="checkbox"/> 29 (TnTOC+)		
	13) Local Norms from Nationally Normed Characteristics Checklist	Based on local norms approved by SDE	<input type="checkbox"/> Score $\geq +1$ SD	<input type="checkbox"/> Score $\geq +1.5$ SD	<input type="checkbox"/> Score $\geq +2$ SD		
Cognition	14) Individually Administered Test of Intelligence or Cognition	Full Scale	<input type="checkbox"/> ≥ 118 – ≤ 122 Refer to Section 2.4 of the manual for SEM guidelines	<input type="checkbox"/> ≥ 123 – ≤ 129	<input type="checkbox"/> ≥ 130	<input type="checkbox"/> 2nd/3rd Range	POINTS Cognition
		Split Score	N/A	N/A	<input type="checkbox"/> Primary Cluster Score ≥ 130 with 1.5 SD Discrepancy		
<p>► The student scored in at least the First Range on a Target Instrument in both Educational Performance (Assessment Option 1, 2, or 3) and Cognition (Assessment Option 14) Categories: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>► Check the box which indicates the Target Instrument Assessment Category.</p> <div> <input type="checkbox"/> Educational Performance <input type="checkbox"/> 2nd Range <input type="checkbox"/> 3rd Range </div> <div> <input type="checkbox"/> Creativity/Characteristics of Gifted <input type="checkbox"/> 2nd Range <input type="checkbox"/> 3rd Range </div> <div> <input type="checkbox"/> Cognition <input type="checkbox"/> 2nd Range <input type="checkbox"/> 3rd Range </div>			TOTAL SCORE	

TN K-12 Intellectually Gifted Assessment Documentation

(See the K-12 Intellectually Gifted Manual for approved tests and detailed instructions)

Student Name _____ DOB ____/____/____ School System _____ School _____ Grade ____ Date ____/____/____
 Previously Grade Skipped? ☐ Y ☐ N Race/Ethnicity (Check One): ☐ White (Not Hispanic) ☐ Black (Not Hispanic) ☐ Hispanic ☐ Asian/Pacific Islander ☐ American Indian/ Alaska Native

Assessment Category	Results/Notes
Educational Performance	<p>Record Highest Composite Academic Area Scores: 1) Reading or Reading/Language Arts 2) Language 3) Written Language (standardized, individual test only) 4) Academic Knowledge (WJIII NU) 5) Mathematics 6) Social Studies 7) Science 8) Total Achievement Battery Score</p> <p>1) Area: _____ Test _____ DOT ____/____/____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade 2) Area: _____ Test _____ DOT ____/____/____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade 3) Area: _____ Test _____ DOT ____/____/____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade 4) Area: _____ Test _____ DOT ____/____/____ Scores: <input type="checkbox"/> CRT <input type="checkbox"/> NRT Percentile: _____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade</p> <p>Area, Cluster, Composite, or Brief (WJIII NU) scores from more than one instrument or type of instrument (Group or Individual) may be used, but only one score from any academic area (e.g., TCAP Reading/Language Arts OR WJIII NU Brief Reading) may be used for scoring. <u>The TCAP Writing Assessment may not be used.</u> Districts must provide previously grade-skipped students with a nationally normed test if they are disqualified by a criterion-referenced test. The use of percentile conversion scores from CRTs other than the TCAP must be approved by SDE.</p>
	<p>• College Entrance Exams (e.g., ACT, SAT)</p> <p>Test: _____ DOT: _____ Student's Grade Level ____ Out of Level? <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>List Academic Area or Full-Scale/Battery Percentile Scores _____</p>
	<p>• TN Supplementary Gifted Performance Checklist (TnSup)</p> <p>Using the TN Assessment Team Instrument Selection Form (TnATISF) the Gifted Assessment Team documented that the TN Supplementary Gifted Performance Checklist (TnSup) is appropriate for this student: <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>TnSup Score _____ Date ____/____/____</p> <p>If the TnTOC or TnTOC+ is used to meet criteria in the Creativity/Characteristics of Gifted Category, the TnSup cannot be used to meet criteria in the Educational Performance Category.</p>
	<p>• Grade Point Average (GPA) Middle School and High School</p> <p>GPA Rank _____ GPA Percentile: _____ Method: <input type="checkbox"/> School Ranking <input type="checkbox"/> Lottery</p> <p>The "Lottery Scholarship" method must be used in High School if rank is available.</p>
	<p>• Academic Awards: K-12</p> <p>Award 1 _____ Placement (1st, 2nd, or 3rd) _____ Date ____/____/____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National Award 1 _____ Placement (1st, 2nd, or 3rd) _____ Date ____/____/____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National Award 1 _____ Placement (1st, 2nd, or 3rd) _____ Date ____/____/____ <input type="checkbox"/> District <input type="checkbox"/> In-state Regional <input type="checkbox"/> Statewide to National</p>
	<p>• TN Academic Product or Portfolio</p> <p>Product Title _____ Score _____ Date ____/____/____</p> <p>May use an Academic or Creative Product or Portfolio, but not both.</p>
Creativity/Characteristics of Gifted	<p>• Nationally Normed Standardized Test of Creativity (TTCT Verbal or Figural, Williams Creative Assessment Packet, PCA)</p> <p>Test: _____ DOT ____/____/____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade Percentile Score (Torrance Verbal) _____ Percentile Score (Torrance Visual) _____ Standard Deviation (Williams CAP) _____ Standard Deviation (Profile of Creative Abilities) Creativity Index SS _____, Home Rating Scale SS _____ School Rating Scale SS _____</p>
	<p>• TN Creative Product or Portfolio</p> <p>Product Title _____ Score _____ Date ____/____/____</p> <p>May use a Creative or Academic Product or Portfolio, but not both.</p>
	<p>• TN Creative Thinking Rating Scale (TnCreat)</p> <p>Score _____ Date ____/____/____</p>
	<p>• Nationally Normed Gifted Characteristics Checklist</p> <p>Instrument: _____ DOT ____/____/____ Norms: <input type="checkbox"/> Age <input type="checkbox"/> Grade Score _____</p> <p>Use the following scale (Refer to instrument manual for specific guidelines)</p> <p><u>GES-3 Quotient Score</u> <u>GRS-S (School-age) or GRS-P (Pre-school/Kindergarten) Domain Scores</u></p> <p>Intellectual Ability (IA), Academic Ability (AA), Creativity (C), Artistic Talent (AT), Leadership (L), Motivation (M)</p> <p>First Range: 115-122 Three domain T-Scores ≥ 60 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C) Second Range: 123-129 Three domain T-Scores ≥ 65 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C) Third Range: ≥ 130 Three domain T-Scores ≥ 70 – two of the three from Intellectual Ability, Academic Ability (AA), and Creativity (C)</p>
	<p>• TN Teacher Observation Checklist (TnTOC)</p> <p>TnTOC Score _____ TnTOC + Score _____ Date ____/____/____ (Scoring Guide may be requested from the SDE)</p>
	<p>• TN Teacher Observation Checklist Plus (TnTOC+): TnTOC + TnPIF</p> <p>The TnTOC and TnTOC+ scores are also used for scoring of Supplementary Gifted Performance Checklist (TnSup).</p>
	<p>• Local Norms from Nationally Normed Characteristics Checklist</p> <p>Instrument Used _____ DOT ____/____/____ Score Percentile _____</p> <p>Local norms must be approved by the SDE.</p>
Cognition	<p>• Individually Administered Test of Intelligence or Cognition</p> <p>Test: _____ DOT ____/____/____ Composite, Global, or Full Scale Score _____ (Refer to Section 2.4 of the manual for SEM guidelines)</p> <p>Spilt Discrepancy Highest Cluster Score (3 or more subtests) is ≥130 and Lowest Cluster Score is at least 1.5 SDs lower than the Highest Score. Highest Cluster Component Score _____ Component Area _____ Lowest Cluster Component Score _____ Component Area _____</p>

Classroom Screening Summary: Observation Procedures

Page 1 of 2

NOTE: The *Classroom Screening Summary (CSS)* is a screening tool, designed for recording observations of students' behaviors in the classroom by the classroom teacher. The teacher should not consider the CSS as a recommendation for further gifted screening or evaluation.

Give each child equal consideration on each behavior characteristic. When you observe students for a specific behavior characteristic be careful not to overlook any one student in the group. For example, when you consider a characteristic such as "learns rapidly and easily", certain students may come to mind immediately. However, when observed more closely there may be other students who exhibit this same characteristic. Most mistakes in screening are made through oversight.

Sometimes a teacher will feel that he or she does not have any students of this type. The teacher reads a title such as "Intellectually Gifted" and decides that it does not apply to any of the students in the class. This conclusion may cause the classroom teacher to overlook exceptionally bright students who do not meet pre-existing perceptions of the profile for a gifted child. It is important to consider specific behavioral characteristics--not labels--in order to decide which students fit the description. Be aware of bias or perceptions of what Intellectually Gifted "is" or "is not". Everyone is biased for or against certain students. This is as natural as liking or disliking certain foods, clothes, or sports. The important thing is to recognize your biases and make allowances for them. If you like a student, you may see more good qualities in him/her than he/she actually has. On the other hand, if you find it difficult to like a student, you may find it equally difficult to see gifted characteristics in him/her.

Directions for Completing the Classroom Screening Summary:

List the names of all students in your class on the roster (CSS) in alphabetical order.

1. Become familiar with the characteristics (A through R) and general student demographics (S) defined for the CSS.
2. The Classroom Screening Summary includes sixteen (16) student characteristics. You will rate each student in your class, based on the descriptions provided for each CSS characteristic. Please rate each student on each of the characteristics on a continuum from 1 to 5, from Poor to Superior.

1	2	3	4	5
Poor	Below Average	Average	Above Average	Superior

It is suggested that you rate all your students on the first column (A), and then complete the second column (B), and so on for all sixteen of the characteristics. The score totals are to be completed by the School Screening Team (SST).

REFERENCES: Betts, G. T. and Nelhart, M. (1988). "Profiles of the gifted and talented." *Gifted Child Quarterly*, 32(2), 248-253. Clark, Barbara (1994). *Growing Up Gifted* (Fourth Edition). New York: Merrill Publishing Company. Cramer, Roxanne (1988). "Gifted traits can cause classroom problems." *Gifted Children Monthly*, 9, 18. Delisle, James R. (1992). *Guiding the Social and Emotional Development of Gifted Youth*. White Plains, N.Y.: Longman Publishing Group. Swassing, Raymond H. (1985). *Teaching Gifted Children and Adolescents*. Columbus, Ohio: Charles E. Merrill Publishing Company. Whitmore, Joanne R. (1980). *Giftedness, Conflict, and Underachievement*. Boston: Allyn and Bacon, Inc.

CLASSROOM SCREENING SUMMARY (CSS)

Page 2 of 2

School _____ Grade _____ Teacher _____

Student Names (List alphabetically)	CSS Student Characteristics																For SST Only
	A	B	C	D	E	F	G	H	J	K	L	M	N	P	R	S	
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
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20.																	
21.																	
22.																	
23.																	
24.																	
25.																	
26.																	
27.																	

Student Characteristics Definitions Legend:

- A. Is a leader in positive or negative kinds of activities. Is looked to by others for leadership.
- B. Takes initiative. Shows independence of action. May be bossy.
- C. Motivates/influences others. May challenge authority.
- D. Becomes very enthusiastic about learning. Does not want to quit tasks of high interest to the student. Can tune others out. May appear to have boundless energy (sometimes labeled "hyperactive").
- E. Curious. Asks many questions. Generates many (sometimes-creative ideas) questions for problem solving. Has original ideas.
- F. Risk taker. Will risk failure. Tries new things willingly. Does not fear being different.
- G. Possesses an aptitude in art, music, acting, or writing.
- H. Displays a keen, subtle sense of humor. Understands and uses jokes and puns earlier than other children. May appear to be a "Smart Alec".
- J. Advanced reading level. Advanced vocabulary and knowledge base when compared with others of his/her age, experience, or environment.
- K. Learns rapidly, easily, and with few repetitions. Retains what is learned. May become bored with routine assignments or impatient waiting for the group.
- L. Ability to think on higher levels or more in-depth than others. Classroom performance/grades may not reflect this (i.e., underachievers).
- M. Transfers concepts and learning to new situations.
- N. Has a long attention span for activities of interest.
- P. Understands topic in depth. Asks unusual questions for age. Asks questions that reflect thinking (Why? What if?).
- R. Is perfectionist.
- S. "At Risk" due to environmental, cultural, and/or economic factors.

TCAP Class Summary

(for Grade Level Screening of Intellectually Gifted)

School: _____ Grade _____ Teacher _____ School System _____

Assessment Used _____

TCAP Achievement Assessment (grades 3-8): For Grade Level Screening—List at least five students who obtained the **highest percentile conversion scores** in your classroom on the TCAP assessment in each of the following academic areas: Reading/ Language Arts, Mathematics, Science, and Social Studies.

District Administered Achievement Test (grades K-2): For Grade Level Screening—List at least five students who obtained the **highest percentile conversion scores** in your classroom on the assessment in each of the following academic areas: Total Reading, Total Language, Total Mathematics, Science, Social Studies, and Test Composite.

(Example: TCAP Mathematics – 1 student = 88, 1 student = 85, 2 students=82, and 1 student=79 – representing the five students with the highest group achievement scores in the area of Mathematics for your class)

Record the 5 highest percentile or percentile conversion scores

Student Names (List alphabetically)	Total Reading	Total Language	Total Mathematics	Science	Social Studies	Test Composite	Reading/ Language Arts TCAP Achievement	Mathematics TCAP Achievement	Science TCAP Achievement	Social Studies TCAP Achievement
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										

Please add additional comments regarding any students in your class in the lines provided below:

Notice of Referral and Permission for Individual Screening

Dear _____

On _____ (date), _____ (child) was referred for an Individual Screening for potential Intellectual Giftedness by _____ (referral source). In accordance with Tennessee's child find, screening, and assessment procedures in the area of Intellectually Gifted, all students are initially assessed for potential intellectual giftedness through a required screening process. The School Screening Team will review the results of your child's Individual Screening in order to determine whether additional information is needed. In order to do so, we are requesting permission for an Individual Screening at this time.

The areas and procedures to be considered for your child's Individual Screening are checked below.

Areas to be Individually Screened **Procedures**

Educational Performance

- ☐ Parent Information
- ☐ Individual Academic Achievement Assessment
- ☐ Assessment of Student's Academic Products/Ideas
- ☐ Other _____

Creativity/Characteristics of Gifted

- ☐ Gifted Rating Scales
- ☐ Evaluation of Student's Creative Products/Ideas
- ☐ Gifted Characteristics Checklists
- ☐ Other _____

Please sign the *Referral for Individual Screening*, complete the attached *TN Parent Information Form* and return to _____ in your child's school. When the Individual Screening is completed, the school will notify you to make recommendations for classroom program modifications or a comprehensive assessment, as indicated by the results from the Individual Screening. If you have any information you would like to share pertaining to this notice and request for permission, please forward it to the person named above.

Please Check One of the Following

- _____ I give permission for an Individual Screening
- _____ I do not give permission for an Individual Screening

Date _____ Signature of Parent or Guardian _____

Phone _____ Address _____

Comments:

Remisión para examen individual
(Formulario de remisión para examen del grado escolar)

Estimado/a _____:

El _____ (fecha), _____ (niño) fue remitido para _____ (evaluación o examen individual) de dotes intelectuales potenciales, por _____ (persona que remite). De acuerdo con los procedimientos de Tennessee para la detección, examen y valoración de dotes intelectuales, se valora inicialmente a todos los estudiantes para detectar dotes intelectuales potenciales por medio de un Proceso de examen individual obligatorio. El Equipo examinador de la escuela analizará los resultados del examen individual de su hijo para determinar si es necesario obtener más información por medio del Proceso de examen individual o de una Evaluación integral. Con este fin, solicitamos el permiso para un examen individual en este momento.

Las áreas y los procedimientos que se considerarán en el examen individual de su hijo se marcan a continuación.

Áreas que se examinarán individualmente

Procedimientos

Rendimiento educativo

- ☐ Información proporcionada por el padre o la madre
- ☐ Valoración individual de logros académicos
- ☐ Valoración del trabajo y las ideas académicas del estudiante
- ☐ Otros _____

Creatividad y características de dotes intelectuales

- ☐ Escalas de calificación de dotes intelectuales
- ☐ Evaluación del trabajo y las ideas creativas del estudiante
- ☐ Listas de verificación de características de dotes intelectuales
- ☐ Otros _____

Firme la *Remisión para examen individual*, complete el *Formulario de TN de información proporcionada por los padres* que se adjunta y devuélvalo a

_____ en la escuela de su hijo. Cuando haya concluido el examen individual, la escuela le avisará para hacer recomendaciones para las modificaciones del programa en el aula o para una valoración integral, según lo indiquen los resultados del examen individual. Si tiene alguna información que desee comunicar acerca de este aviso y solicitud de permiso, envíela a la persona que se menciona arriba.

Marque una de las siguientes opciones:

_____ Doy mi consentimiento para realizar un examen individual.

_____ No doy mi consentimiento para realizar un examen individual.

Fecha _____

Firma del padre, la madre o el tutor _____

Teléfono _____

Domicilio _____

Comentarios: _____

Response to Individual Screening

Date ____/____/____

Dear _____

_____ was referred for an Individual Screening on
____/____/____ (date) by _____ (teacher, parent, other).

☐ A comprehensive evaluation is not indicated at this time. Your child's screening results are listed below. If you have any questions regarding your rights or the decision for not conducting a comprehensive evaluation at this time, please contact:

(Name of Person) (Position) (Telephone)

Individual Screening Results

Area Screened	Individual Screening Measures Quantitative and Qualitative Results	Student Support Team Review of Individual Screening Do the results from Individual Screening indicate the student may meet Intellectual Gifted Eligibility Standards in areas screened?
Educational Performance		<input type="checkbox"/> Yes <input type="checkbox"/> No
Creativity/ Characteristics of Gifted		<input type="checkbox"/> Yes <input type="checkbox"/> No

Review of Educational Performance

Date ____/____/____

Recommendations

Date ____/____/____

(Classroom Modifications/Accommodations – if needed)

Referral for Comprehensive Evaluation

☐ A comprehensive evaluation is appropriate at this time.

Please complete the Informed Parental Consent for Initial Evaluation. Copies of the Rights of Children with Disabilities and Parent Responsibilities and Prior Written Notice from the State Department of Education explaining procedural safeguards are also included. The Comprehensive Assessment for Intellectual Giftedness will begin upon the school's receipt of your Informed Parental Consent for Initial Evaluation.

Respuesta al examen individual

(Formulario de respuesta a una remisión para examen del grado escolar)

Fecha ____/____/____

Estimado/a _____:

_____ fue remitido para un examen individual el
____/____/____ (fecha), por _____ (maestro, padre, madre, otra persona).

☐ En este momento, no se indica una evaluación integral. A continuación, se enumeran los resultados del examen de su hijo. Si tiene alguna pregunta acerca de sus derechos como padre, madre o tutor, o de la decisión de no realizar una evaluación integral ahora, comuníquese con:

(Nombre de la persona)
(Teléfono)

(Cargo)

Resultados del examen individual

Área examinada	Medidas del examen individual Resultados cuantitativos y cualitativos	Análisis del examen individual realizado por el equipo de apoyo al estudiante ¿Indican los resultados del examen individual que el estudiante puede reunir los requisitos de dotes intelectuales en las áreas examinadas?
Rendimiento educativo		<input type="checkbox"/> Sí <input type="checkbox"/> No
Creatividad y características de dotes intelectuales		<input type="checkbox"/> Sí <input type="checkbox"/> No

Análisis del rendimiento educativo

Fecha ____/____/____

Recomendaciones

Fecha ____/____/____

(Modificaciones o adaptaciones en el aula, si se necesitan)

Remisión para una evaluación integral

☐ En este momento, es apropiado realizar una evaluación integral.

Complete el Consentimiento informado de los padres para una evaluación inicial. También se incluyen copias de los Derechos de los menores con discapacidades y responsabilidades de los padres y un Aviso previo por escrito del Departamento de Educación del Estado que explican las garantías procesales. La Valoración integral para dotes intelectuales comenzará cuando la escuela reciba el Consentimiento informado de los padres para una evaluación inicial.

TN Assessment Team Instrument Selection Form (TnATISF)

This form must be completed for all students screened or referred for Intellectually Gifted Services.

Student's Name _____ School _____ Date ____/____/____

Assessment of the potentially gifted student is a complex process. The Assessment Team must consider the strengths and weaknesses of each student, the student's educational history, and the school and home environment. The State Department of Education does not recommend a single "standard" assessment instrument in each of the three Assessment Categories (Educational Performance, Creativity/Characteristics of Gifted, and Cognition). Instead, members of the Assessment Team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of SDE approved assessment instruments to measure accurately and fairly the student's true ability. The K-12 Intellectually Gifted Manual lists the SDE approved instruments and includes notes on the populations for which each instrument is designed and appropriate.

ENVIRONMENTAL CONSIDERATIONS FOR ASSESSMENT		
THIS SECTION COMPLETED BY GIFTED ASSESSMENT TEAM	LANGUAGE	<input type="checkbox"/> Dominant, first-acquired language spoken in the home is other than English <input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)
	ECONOMIC	<input type="checkbox"/> Residence in a depressed economic area and/or homeless <input type="checkbox"/> Low family income (qualifies or could qualify for free/reduced lunch) <input type="checkbox"/> Necessary employment or home responsibilities interfere with learning
	ACHIEVEMENT	<input type="checkbox"/> Student peer group devalues academic achievement <input type="checkbox"/> Consistently poor grades with little motivation to succeed
	SCHOOL	<input type="checkbox"/> Irregular attendance (excessive absences during current or most recent grading period) <input type="checkbox"/> Attends low performing school <input type="checkbox"/> Transience in elementary school (at least 3 moves) <input type="checkbox"/> Limited opportunities for exposure to developmental experiences for which the student may be ready
	ENRICHMENT	<input type="checkbox"/> Limited enrichment experiences outside the home <input type="checkbox"/> Family unable to provide enrichment materials and/or experiences <input type="checkbox"/> Geographic isolation <input type="checkbox"/> No school-related extra-curricular learning activities in student's area of strength/interest
	PROGRAM	<input type="checkbox"/> Member of a group that is underrepresented in the gifted program
	OTHER CONSIDERATIONS FOR ASSESSMENT	
	___ May have motor skill deficits ___ May have problems writing answers due to age, training, language or fine motor skills ___ May have vision, auditory or other sensory deficits ___ May have attention deficits or focusing/concentration problems ___ Projects or classroom work, not tests, best reveal student's strengths ___ Indications that student will approach assessment ceiling on grade-level or age-appropriate achievement tests or cognition tests ___ High ability displayed in focused area: _____ ___ Performs poorly on timed tests ___ Is extremely shy or introverted when around strangers or classmates ___ Is a highly reflective thinker and does not provide quick answers to questions ___ Entered kindergarten early or was grade skipped _____ year(s) in _____ grade(s) ___ May have another deficit or disability that interferes with educational performance or assessment	

SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for intellectual giftedness, assessment instruments should be selected that most accurately measure a student's true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student's abilities may not be accurately measured by traditionally-used instruments. Then record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

Individual Screening <input type="checkbox"/> Educational Performance: _____ <input type="checkbox"/> Creativity/Characteristics: _____ _____	Comprehensive Assessment <input type="checkbox"/> Educational Performance: _____ <input type="checkbox"/> Creativity/Characteristics: _____ <input type="checkbox"/> Cognition (TBD by School Psychologist) _____
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TN Parent Information Form (TnPIF)

TnPIF (Page 1 of 2)

Student _____ Date of Birth ____/____/____ Sex ____ Ethnicity (Optional) _____
Parent's Name _____ Address: _____
Home Phone: (____) _____ -- _____ Work or Cell Phone: (____) _____ -- _____
Student's School _____ Grade _____ Date ____/____/____

These responses are necessary to help document your child's abilities.

- Rate your child's behavior on the following items using the following scale:
1 = not observed 2 = occasionally 3 = sometimes 4 = frequently 5 = always
- Provide comments and examples on the lines provided with each statement.
- Circle one rating for each indicator listed.

Creativity

1) 1 2 3 4 5 Devises own methods instead of relying on instructions

2) 1 2 3 4 5 Devises extraordinary uses for ordinary objects

Interest

3) 1 2 3 4 5 Collects things (may be randomly or with a definite purpose), or pursues hobbies

4) 1 2 3 4 5 Has long or extended attention span for one topic and/or project

5) 1 2 3 4 5 Puts great effort into gaining knowledge about some interest or subject

6) 1 2 3 4 5 Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but "comes alive" when special topics are raised; e.g., old movies or life on other planets

7) 1 2 3 4 5 Shows a passion for statistics, almanacs, globes, maps, etc.

Communication Skills

8) 1 2 3 4 5 Demonstrates advanced communication skills at home and in the community in a language other than English (e.g., multi-lingual)

9) 1 2 3 4 5 Utilizes advanced language skills to communicate ideas and concepts, demonstrating extensive comprehension on a variety of subjects which exceed age or grade level expectations

Motivation

10) 1 2 3 4 5 Self-taught in some topics not often taught in school

Problem Solving Ability

11) 1 2 3 4 5 Does complicated puzzles, plays chess, bridge, etc.

12) 1 2 3 4 5 Assembles or disassembles mechanical objects with little or no training

Memory

13) 1 2 3 4 5 Memorizes easily, needs little or no drill

14) 1 2 3 4 5 Exhibits long term retention of information

Inquiry

15) 1 2 3 4 5 Asks unusual questions which may be embarrassing, advanced, or controversial

16) 1 2 3 4 5 Is curious – wants to know why, how, etc.; asks thoughtful, searching questions

Insight

17) 1 2 3 4 5 Seems to “just know things”; offers new insights based on known information

18) 1 2 3 4 5 Understands relationships among seemingly unrelated objects, ideas, or facts

Reasoning

19) 1 2 3 4 5 Sees broad perspective of a problem; sees the whole while others focus on the parts

20) 1 2 3 4 5 Demonstrates reflective and reasonable thinking when making decisions

Humor

21) 1 2 3 4 5 Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations

Additional Information

22) Please list awards or any special recognition your child has received on the national, state or local levels (indicate which level) for achievement related to an academic area (math, science, writing, etc.).

23) Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.

Comments

Formulario de TN de información proporcionada por los padres (TnPIF)

(Página 1 de 2)

Estudiante _____ Fecha de nacimiento ____/____/____ Sexo ____ Grupo étnico (opcional) ____
Nombre del padre o la madre _____ Domicilio: _____
Teléfono en casa: (____) _____ -- _____ Teléfono celular o en el trabajo: (____) _____ -- _____
Escuela del estudiante _____ Grado _____ Fecha ____/____/____

Las respuestas son necesarias para documentar las aptitudes de su hijo.

— Califique el comportamiento de su hijo en las siguientes áreas mediante la escala a continuación:

1 = no se observa 2 = en contadas ocasiones 3 = a veces 4 = con frecuencia 5 = siempre

— Proporcione comentarios y ejemplos en los renglones debajo de cada afirmación.

— Encierre en un círculo una calificación para cada indicador mencionado.

Creatividad

1) 1 2 3 4 5 Crea sus propios métodos en vez de seguir instrucciones.

2) 1 2 3 4 5 Hace uso extraordinario de objetos ordinarios.

Interés

3) 1 2 3 4 5 Colecciona objetos (puede ser al azar o con un fin definido), o tiene pasatiempos.

4) 1 2 3 4 5 Tiene atención de duración amplia o prolongada para un tema o proyecto.

5) 1 2 3 4 5 Pone un gran empeño en obtener conocimientos sobre un tema o interés.

6) 1 2 3 4 5 Es parcial para ciertos temas (interés profundo que excluye todo lo demás) o puede parecer distraído o aburrido con los requisitos escolares típicos, pero se "aviva" cuando surgen temas especiales; por ejemplo, películas antiguas o vida en otros planetas.

7) 1 2 3 4 5 Muestra pasión por los datos estadísticos, almanaques, globos terráqueos, mapas etc.

Habilidades de comunicación

8) 1 2 3 4 5 Demuestra habilidades avanzadas de comunicación en casa y en la comunidad, en otro idioma que no sea el inglés (por ejemplo, varios idiomas).

9) 1 2 3 4 5 Hace uso de habilidades avanzadas del idioma para comunicar ideas y conceptos, y demuestra amplia comprensión de diversos temas que excede las expectativas para su edad o grado escolar.

Motivación

10) 1 2 3 4 5 Es autodidacta en algunos temas que no suelen enseñarse en la escuela.

Capacidad para solucionar problemas

- 11) 1 2 3 4 5 Resuelve rompecabezas complicados, juega ajedrez, *bridge* con los naipes, etc.

- 12) 1 2 3 4 5 Arma y desarma objetos mecánicos con poca o ninguna instrucción previa.

Memoria

- 13) 1 2 3 4 5 Memoriza con facilidad y necesita poco o ningún ejercicio de práctica.

- 14) 1 2 3 4 5 Muestra retención de información a largo plazo.

Cuestionamiento

- 15) 1 2 3 4 5 Hace preguntas poco comunes que pueden poner en apuros, ser avanzadas o causar controversia.

- 16) 1 2 3 4 5 Muestra curiosidad: desea saber por qué, cómo, etc.; hace preguntas inteligentes e inquisitivas.

Perspicacia

- 17) 1 2 3 4 5 Parece que "simplemente sabe las cosas"; aporta nuevos puntos de vista basados en información conocida.

- 18) 1 2 3 4 5 Entiende las relaciones entre objetos, ideas o datos aparentemente no relacionados.

Razonamiento

- 19) 1 2 3 4 5 Ve la perspectiva amplia de un problema; percibe el total mientras los demás se concentran en las partes.

- 20) 1 2 3 4 5 Al tomar decisiones, demuestra pensamiento basado en la reflexión y el razonamiento.

Sentido del humor

- 21) 1 2 3 4 5 Disfruta hacer bromas o es ingenioso, muestra un sentido del humor maduro o tiene un humor fino en ciertas situaciones.

Otra información

- 22) Enumere los premios o reconocimientos especiales que su hijo haya recibido a nivel nacional, estatal o local (indicar el nivel) por logros relacionados con áreas académicas (matemáticas, ciencias, escritura, etc.).

- 23) Describa los comportamientos que muestra su hijo que usted considere que indican una capacidad intelectual superior.

Comentarios

TN Creative Thinking Rating Scale (TnCreat)

Name: _____ Grade: _____ Date: _____ Teacher: _____
 School System: _____ School: _____

DO NOT SKIP ANY ITEMS—ALL ITEMS MUST BE MARKED

- Rate each of the following characteristics as follows:
 0: Not Observed 1: Rarely 2: Occasionally 3: Frequently
- All items with a rating of **3** require at least one example of the gifted characteristic or item will be rated as 2.
- Give consideration to the student's age, experiences, and environment when evaluating the creative thinking

Rating		Description of Creative Thinking Characteristic
1.	_____	Generates a large number of ideas, solutions and possibilities. Example: _____ _____ _____
2.	_____	Likes to adapt or improve things. Example: _____ _____ _____
3.	_____	Displays a high level of curiosity about a wide array of ideas, situations, objects, people or events. Example: _____ _____ _____
4.	_____	Generates many different alternatives and approaches to a question or problem; views situations from different perspectives. Example: _____ _____ _____
5.	_____	Shows a willingness to entertain complexity and seems to thrive on problem solving. Able to deal with lack of closure for problems presented inside or outside the classroom setting. Example: _____ _____ _____
6.	_____	Sees/develops innovative relationships among seemingly unrelated objects, ideas, or facts. Example: _____ _____ _____
7.	_____	Exhibits ability to sustain interest in issues or problems that do not offer immediate resolution. Example: _____ _____ _____
8.	_____	Creates original products/projects for class assignments without being asked to do so, or in his/her spare time (including but not limited to stories, artwork, 3-dimensional products, songs, dance movements, dramatic performances, etc.). Example: _____ _____ _____
9.	_____	Uses the ideas or projects of others to create additional ideas and/or possibilities. Example: _____ _____ _____
10.	_____	May take on many projects; may have many things going on at the same time. Example: _____ _____ _____

Rating	Description of Creative Thinking Characteristic
11. _____	Classroom work/projects, and/or projects attempted as extracurricular activities or at home, show great attention to detail. Example: _____
12. _____	Suggests to the teacher, parent, or other adults alternative ways of doing an activity or task. Example: _____
13. _____	Comes up with fresh, original comments or unusual correct answers or formulates his/her own ideas when the class does a project or activity. Example: _____
14. _____	Articulates ideas clearly either verbally or in project components; writing or products shows synthesis of ideas and or rich use of imagery; thinks "outside the box"; "colors without lines." Example: _____
15. _____	Doesn't mind being different; strives to be original and creative in everyday life. Example: _____
16. _____	Able to interact with metaphorical, figural, symbolic, or allegorical representations. Example: _____
17. _____	Displays intellectual playfulness; fantasizes and imagines readily; has a keen sense of humor. Example: _____
18. _____	Demonstrates elaborate thinking, creating new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem. Example: _____
19. _____	Creates good "guesses"; constructs hypotheses; asks thoughtful or clever "what if" questions. Example: _____
20. _____	Adapts easily to new situations. Example: _____

FOR SST USE ONLY

TOTAL TnCreat SCORE: _____

NOTES: _____

TN Teacher Observation Checklist (TnTOC)

TnTOC (page 1 of 2)

Student _____ School _____ Grade _____ Date _____

The TN Teacher Observation Checklist (TnTOC) is an important component of this student's individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of intellectual giftedness (whether considered socially "positive" or "negative") that you have observed in this student when compared to others of their age, experience and environment.

Please check those items which are frequently characteristic of this child. It is unlikely that any child will have all of these attributes.

1.	<input type="checkbox"/> Generates abstract ideas, or asks complex questions	22.	<input type="checkbox"/> Is impatient – hurries to complete a task
2.	<input type="checkbox"/> Challenges rules, assignments, requests, and may ask provocative questions	23.	<input type="checkbox"/> Exhibits long term retention of school or non-school related information
3.	<input type="checkbox"/> Is curious - wants to know "why, how, etc."; asks thoughtful, searching questions	24.	<input type="checkbox"/> Is motivated to high achievement in a low performing school environment
4.	<input type="checkbox"/> Understands puns, political cartoons, etc., beyond their peers	25.	<input type="checkbox"/> Understands relationships among seemingly unrelated objects, ideas, or facts
5.	<input type="checkbox"/> Shows desire for knowledge	26.	<input type="checkbox"/> Attributes success and failure to fate, luck, or chance
6.	<input type="checkbox"/> Often fails to complete schoolwork	27.	<input type="checkbox"/> Likes structure, order, and consistency
7.	<input type="checkbox"/> Enjoys school	28.	<input type="checkbox"/> Facility with words/oral language exceeds quality of written work
8.	<input type="checkbox"/> Works and plays well with others	29.	<input type="checkbox"/> Demonstrates a depth of perception and understanding beyond peers in a low performing school environment
9.	<input type="checkbox"/> Utilizes advanced language skills and a large vocabulary in oral and/or written formats	30.	<input type="checkbox"/> May lose track of time
10.	<input type="checkbox"/> Is most successful in the classroom setting rather than in after-school activities	31.	<input type="checkbox"/> Shows little patience with rote learning (handwriting, spelling, and math skill repetition)
11.	<input type="checkbox"/> Exhibits a wide range of interests	32.	<input type="checkbox"/> Has an advanced ability to reason and draw conclusions from given information
12.	<input type="checkbox"/> Is eager to please the teacher	33.	<input type="checkbox"/> Demonstrates superior insight; infers and connects concepts
13.	<input type="checkbox"/> Demonstrates intense or focused concentration	34.	<input type="checkbox"/> Forgets/loses work
14.	<input type="checkbox"/> Is generally mature	35.	<input type="checkbox"/> Demonstrates an advanced sense of justice and fairness
15.	<input type="checkbox"/> Has a long attention span in areas of interest	36.	<input type="checkbox"/> Enjoys role playing, creative dramatics
16.	<input type="checkbox"/> Generates a large number of ideas	37.	<input type="checkbox"/> Enjoys competitive games
17.	<input type="checkbox"/> Learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers	38.	<input type="checkbox"/> Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals
18.	<input type="checkbox"/> Does not perform to his/her ability on tests (e.g., test phobia)	39.	<input type="checkbox"/> Demonstrates superior ability to hold information in memory and recall it when necessary
19.	<input type="checkbox"/> Displays in-depth information in one or more areas	40.	<input type="checkbox"/> Fine and gross motor coordination skills are advanced for age
20.	<input type="checkbox"/> Has difficulty functioning constructively in groups	41.	<input type="checkbox"/> Learns better by "doing" than from a "lecture approach"
21.	<input type="checkbox"/> Communicates complex ideas and concepts to others, verbally or non-verbally	42.	<input type="checkbox"/> Is a keen observer; interprets observations

43.	<input type="checkbox"/> Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise and/or rewards)	62.	<input type="checkbox"/> Has much energy, which can get him/her into trouble at times
44.	<input type="checkbox"/> Has original, unique ideas	63.	<input type="checkbox"/> Is disruptive
45.	<input type="checkbox"/> Is resourceful and uses limited resources to make meaningful products	64.	<input type="checkbox"/> Finds and evaluates relevant information and applies that information in a setting where most students do not
46.	<input type="checkbox"/> Interacts well with adults and peers	65.	<input type="checkbox"/> Makes good grades in reading
47.	<input type="checkbox"/> Enjoys math and science more than social studies and reading	66.	<input type="checkbox"/> Demonstrates a healthy self-concept
48.	<input type="checkbox"/> Is quick to see discrepancies/inconsistencies	67.	<input type="checkbox"/> Likes to work independently
49.	<input type="checkbox"/> Creates complex, abstract humor	68.	<input type="checkbox"/> Often solves problems by ingenious methods; likes new approaches to problem solving
50.	<input type="checkbox"/> Uses a large vocabulary in a non-standard English environment	69.	<input type="checkbox"/> Usually makes A's on school work
51.	<input type="checkbox"/> Approaches problems and ideas from multiple perspectives	70.	<input type="checkbox"/> Is generally immature
52.	<input type="checkbox"/> Getting good grades is important to student	71.	<input type="checkbox"/> Has an advanced ability to reason, form concepts and solve problems using unfamiliar information or novel procedures
53.	<input type="checkbox"/> Excels in cooperative learning groups	72.	<input type="checkbox"/> Has excellent handwriting skills
54.	<input type="checkbox"/> Asks many questions, often challenging the teacher and the textbook	73.	<input type="checkbox"/> Seeks approval for success in and out of school
55.	<input type="checkbox"/> Always turns in work on time	74.	<input type="checkbox"/> Outstanding in mathematics
56.	<input type="checkbox"/> Exhibits complexity, inventiveness, and elaboration in ideas and/or products	75.	<input type="checkbox"/> Outstanding in science
57.	<input type="checkbox"/> Exhibits richness in language in a non-standard English environment	76.	<input type="checkbox"/> Outstanding in language arts
58.	<input type="checkbox"/> Is an independent learner; may require little direction	77.	<input type="checkbox"/> Outstanding in social studies/history
59.	<input type="checkbox"/> Has many friends	78.	<input type="checkbox"/> Outstanding in music/creative arts
60.	<input type="checkbox"/> Self-starter; exceeds classroom requirements	79.	<input type="checkbox"/> An able student, but also the biggest challenge
61.	<input type="checkbox"/> Does not like to stick to a task	80.	<input type="checkbox"/> Has difficulty with reading, but otherwise demonstrates good learning ability

FOR SST USE ONLY – TnTOC SCORE: _____

NOTES:

TN Teacher Observation Checklist (TnTOC) Scoring Criteria

Page 1 of 2

Student _____ School _____
 Grade _____ Date of TnTOC ____/____/____ TnTOC Rater _____

First Range TnTOC – 16/27

Second Range TnTOC – 19/27

Third Range TnTOC – 22/27

TnTOC Gifted Characteristics Item	Item checked (YES)
1	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
9	<input type="checkbox"/>
11	<input type="checkbox"/>
16	<input type="checkbox"/>
17	<input type="checkbox"/>
19	<input type="checkbox"/>
21	<input type="checkbox"/>
23	<input type="checkbox"/>
25	<input type="checkbox"/>
32	<input type="checkbox"/>
33	<input type="checkbox"/>
35	<input type="checkbox"/>
38	<input type="checkbox"/>
39	<input type="checkbox"/>
42	<input type="checkbox"/>
44	<input type="checkbox"/>
48	<input type="checkbox"/>
49	<input type="checkbox"/>
51	<input type="checkbox"/>
56	<input type="checkbox"/>
58	<input type="checkbox"/>
60	<input type="checkbox"/>
68	<input type="checkbox"/>
71	<input type="checkbox"/>

TnTOC TOTAL – _____

TN Teacher Observation Checklist Plus (TnTOC+) Scoring Criteria

Page 2 of 2

The TN Teacher's Observation Checklist Plus (TnTOC+) Score is obtained by adding the TN Teacher's Observation Checklist (TnTOC) Score from Page 1 to the total score from the TN Parent Information Form (TnPIF). Total scores obtained for scoring in First, Second, and Third Range from the TnTOC+ are:

First Range 21/36

Second Range 25/36

Third Range 29/36

TnPIF Gifted Characteristics Items		Scoring criteria	Item checked (YES)
1	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
2	Score ____		
4	Score ____	Score of 4 or 5 on 2 of 3 items	<input type="checkbox"/>
6	Score ____		
7	Score ____		
9	Score ____	Score of 4 or 5	<input type="checkbox"/>
11	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
12	Score ____		
13	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
14	Score ____		
15	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
16	Score ____		
17	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
18	Score ____		
19	Score ____	Score of 4 or 5 on 1 of 2 items	<input type="checkbox"/>
20	Score ____		
21	Score ____	Score of 4 or 5	<input type="checkbox"/>

TnPIF = _____

TnTOC = _____

TnPIF (page 2) + TnTOC (page 1) = TnTOC+ _____

TN Supplementary Gifted Performance Checklist (TnSup)

TnSup (page 1 of 2)

Use This Checklist Only if the Following Criteria Have Been Met

Items in the categories of Language, Economic, Achievement, School, Enrichment, and Program have been checked on the TN Assessment Team Instrument Selection Form (TnATISF) and are compelling enough to indicate that the student's educational performance may not be accurately measured by traditionally-used instruments.

The Gifted School Screening Team (G-SST) and/or the IEP Team have determined use of an alternative assessment in the area of Educational Performance to be the most appropriate evaluation of this student.

Note: Scoring of the TN Supplementary Gifted Performance Checklist (TnSup) is based on information gathered from:

- ▶ Tests of Cognition and/or Creativity, Grades
- ▶ TN Teacher Observation Checklist (*TnTOC*)
- ▶ TN Parent Information Form (*TnPIF*)

Name: _____ School System: _____
School: _____ Grade: _____

1. Motivation (☐ Criteria met)

**There is a pattern (two or more years) of consistently outstanding grades in one or more academic areas.

Scoring – an “A average” as defined by the school or a numerical grade average of ≥ 90

☐ Yes ☐ No

OR

**Student has demonstrated motivation beyond that of his/her peers in the academic setting.

Scoring – 2 of 4 items from the *TnTOC* – #5, #24, #58, #60

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on item #10 from the *TnPIF*

☐ Yes ☐ No

2. Interest (☐ Criteria met)

**Student has demonstrated interests beyond that of his/her peers in the academic setting.

Scoring – item #11 or #19 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on 3 of 5 items: #3, #4, #5, #6, #7 from the *TnPIF*

☐ Yes ☐ No

3. Communication Skills (☐ Criteria met)

**Student demonstrates advanced communication skills.

Scoring – 2 of 4 items from the *TnTOC* – #9, #21, #50, #57

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #8 or #9 from the *TnPIF*

☐ Yes ☐ No

4. Problem Solving Ability (☐ Criteria met)

**The student has shown advanced problem-solving ability skills in the classroom.

Scoring – 2 of 3 items from the *TnTOC* – #42, #64, #68

☐ Yes ☐ No

OR

Scoring – the *Thinking Ability* score obtained from *WJIII NU Cognitive* or from comparable component scores of other standardized tests of cognition is ≥ 120

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #11 or #12 from the *TnPIF*

☐ Yes ☐ No

5. Memory (☐ Criteria met)

**The student demonstrates short and long term memory skills that are significantly advanced for his/her chronological age (i.e., the student is able to memorize material at a rapid rate or is able to recall detailed information previously taught).

Scoring – items #23 or #39 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – the *Component Memory Score* on a test of cognition is a standard score of ≥ 120

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on item #13 or #14 from the *TnPIF*

☐ Yes ☐ No

6. Inquiry (☐ Criteria met)

**Student is more inquisitive than the average child in the classroom and questions or challenges teacher.

Scoring – item #1 or #3 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #15 or #16 from the *TnPIF*

☐ Yes ☐ No

7. Insight (☐ Criteria met)

**Student demonstrates ideas and insight related to a specific topic.

Scoring – 2 of 3 from items #25, #33, #48 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #17 or #18 from the *TnPIF*

☐ Yes ☐ No

8. Imagination/Creativity (☐ Criteria met)

**Student has demonstrated creative thinking ability in a variety of ways:

Scoring – 3 of 5 items from the *TnTOC* – #16, #44, #45, #51, #56

☐ Yes ☐ No

OR

Scoring – A score at the 90th percentile in one of the following areas on the *Torrance Tests of Creative Thinking, Figural Form*: Fluency, Originality, Elaboration, Resistance to Premature Closure, or Abstractness of Titles

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #1 or #2 from the *TnPIF*

☐ Yes ☐ No

9. Humor (☐ Criteria met)

**Student demonstrates a keen or high level sense of humor.

Scoring – item #4 or #49 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on item #21 from the *TnPIF*

☐ Yes ☐ No

10. Reasoning (☐ Criteria met)

**Student has an advanced ability to think logically and rationally and to analyze and make inferences with information presented to him/her.

Scoring – 2 of 4 items #29, #32, #64, and #71 from the *TnTOC*

☐ Yes ☐ No

OR

Scoring – the component Reasoning Score on a test of cognition is a standard score of ≥ 120

☐ Yes ☐ No

OR

Scoring – a score of 4 or 5 on either item #19 or #20 from the *TnPIF*

☐ Yes ☐ No

11. Rate of Acquisition for Application (☐ Criteria met)

**Student learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers.

Scoring – item #17 from the *TnTOC*

☐ Yes ☐ No

12. Other (☐ Criteria met)

**Five or more items checked from the categories of Language, Economic, Achievement, School, Enrichment, and Program on the TN Assessment Team Instrument Selection Form (*TnATISF*).

☐ Yes ☐ No

Criteria met in _____ of 12 areas.
(*TnATISF* must be attached to the *TnSup*)

Development of the Academic or Creative Product or Portfolio

Evaluation of Student Products with Mentor

Assigning a Mentor may be used as for the Academic or Creative Product Portfolios when a more equitable method of assessing intellectual giftedness is needed for students from traditionally "underrepresented" populations. The *Tennessee Assessment Team Instrument Selection Form (TnATISF)* is utilized by the School Screening Team for determining whether there is compelling evidence that the student's true abilities have been masked, thereby affecting the student's ability to access the necessary resources for development of a product or portfolio. A Mentor may be assigned to work with the student and provide guidance and resources within the school setting while the student develops his/her product. Assignment of the most effective Mentor for the student should be made in each case. Consideration must be made regarding the student's relationship with the mentoring teacher or professional and common interests held by both student and Mentor.

Assigning a Mentor to work with the student in the development of student products or portfolios provides an opportunity for students to develop and create high-interest products or projects when resources at home are limited. This includes the availability of resources including:

1. books, newspapers, and magazines in the home,
2. computers or community library resources,
3. time limitations with adults due to the home's parent to child ratio,
4. language barriers due to the predominance of a second language in the home, and
5. limited educational background of the student's parents.

The Product Review Team and Scoring Process

In order to determine whether ideas and products demonstrate superior intellectual functioning, criteria for the evaluation process should be established by the Product Review Team--PRT, which may be the School Screening Team. A simple examination of final ideas and products does not necessarily establish the level of involvement or demonstrate superior abilities of the student. The Product Review Team should consist of at least one classroom teacher who is familiar with academic standards and gifted characteristics at the student's grade level and be composed of no less than three persons. The PRT will analyze the processes the student used in the development of the product or portfolio. Whenever students develop products, the PRT will interview the student and note the student's critical understanding of the finished product. All products should be scored comparably. The scoring of the Academic or Creative Product or Portfolio must reflect the student's level of creative thinking skills in the development of the product and not reflect the packaging of the product (e.g., computer-generated graphics, expensive materials, etc.).

TN Academic Product or Portfolio Scoring Rubric

Student Name: _____ Product Title: _____
 Grade Level: _____ Age: _____ Race: _____ Date of Student Interview: ____/____/____
 Subject Area(s): (Check all that apply) ☐ Math ☐ Science ☐ Social Studies ☐ Reading/Language Arts
 Product Completed: (Check all that apply): ☐ In school? ☐ At home? ☐ Other? _____
 Product Completed: ☐ Independently? ☐ With Parent? ☐ With Mentor?

Student's Description of Product and Its Purpose: _____

(Attach additional information from student interview.)

1. Unique or unusual presentation of an idea 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product shows elaborate written or visual detail. Product goes beyond basic requirements. Product uses language in a unique way. Product employs unusual or unique elements. Product displays originality.
2. Work advanced beyond age or grade level 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product reflects knowledge and/or interests beyond that of peers. Product displays unique sense of humor. Product reflects level of maturity beyond that of peers. Product reflects technical expertise beyond that of peers. Product reflects vocabulary and/or use of syntax beyond peers.
3. Great depth or breadth of understanding of a problem or idea 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product shows an analysis or evaluation of information. Product shows intense interest in the subject. Product reflects a high degree of familiarity with the subject matter. Product uses deductive and inductive reasoning. Product reflects use of sophisticated problem solving skills. Product reflects considerable planning and organization.
4. Resourceful use of materials 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product uses material in an unusual fashion. Product reflects transfer of ideas to materials. Product reflects distinctive design or presentation. Product uses materials clearly advanced beyond that of peers. Product developed with specific audience in mind.
5. Evidence of research support 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product reflects expansion on main ideas. Product reflects questioning of standard resources. Product reflects the gathering of use of data beyond reporting. Product cites research sources. Product provides for future replications of research study.
6. Organized for effective communication 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product is produced in a coherent manner. Product resembles those of professionals in the field of study. Product reflects a logical approach in planning and presentation. Product includes visual elements to enhance the main idea of topic. Product reflects higher levels of thinking.
7. Evidence of high interest and task commitment 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product reflects long-term interest and commitment. Product shows evidence of revision and redevelopment. Product reflects an understanding of in-depth research. Product reflects student's talent and insight. Product offers new solutions or procedures to be implemented in the future.

DIRECTIONS: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4 – 5 Somewhat = 2 – 3 To a limited extent = 1 – 2 Not Observed = 0)

Product Review Team Member Signatures/Position (Minimum of 3 Required):

_____/_____
 _____/_____
 _____/_____
 _____/_____

Date of Team Review: ____/____/____

Score: _____

Meets Criterion for Educational Performance Component ☐ Y ☐ N

TN Creative Product or Portfolio Scoring Rubric

Student Name: _____ Product Title: _____
 Grade Level: _____ Age: _____ Race: _____ Date of Student Interview: ____/____/____
 Subject Area(s): (Check all that apply) ☐ Math ☐ Science ☐ Social Studies ☐ Reading/Language Arts
 Product Completed: (Check all that apply): ☐ In school? ☐ At home? ☐ Other? _____
 Product Completed: ☐ Independently? ☐ With Parent? ☐ With Mentor?

Student's Description of Product and Its Purpose: _____

(Attach additional information from student interview.)

1. Product demonstrates originality. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product uses new and different ideas. Product demonstrates untested assumptions. Product reflects imaginative thinking.
2. Product demonstrates fluency. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product contains a number of ideas. Product demonstrates connections between ideas.
3. Product demonstrates flexibility. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product includes diverse and divergent ideas and approaches. Product demonstrates ease in shifting perspectives.
4. Product demonstrates elaboration. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product demonstrates depth and/or breadth of detail. Product demonstrates transfer of concepts/techniques from past experiences.
5. Product demonstrates facility with abstract ideas. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product uses figurative language and imagery. Product reflects vocabulary and/or use of syntax beyond that of peers. Product reflects facility with abstraction and metaphor.
6. Product demonstrates a clear purpose. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product reflects purpose clearly advanced beyond that of peers of the same age, experience, and/or environment. Product development demonstrates a strategic sequence. Product reflects a purpose other than the reporting or collection of information.
7. Product demonstrates creative strengths. 0 1 2 3 4 5 Comments:	Indicators to Consider: <ul style="list-style-type: none"> Product reflects inventive and innovative thinking skills. Product reflects the use of unusual materials or ordinary materials in different ways. Product demonstrates fresh or original ideas/concepts. Product demonstrates an unusual or creative approach. Product reflects an inventive or imaginative explanation.

DIRECTIONS: Rate the product's quality based on the student's performance in comparison to his/her peers of the same age, experience, and/or environment. (To a great extent = 4 – 5 Somewhat = 2 – 3 To a limited extent = 1 – 2 Not Observed = 0)

Product Review Team Member Signatures/Position (Minimum of 3 Required):

_____/_____
 _____/_____
 _____/_____
 _____/_____

Date of Team Review: ____/____/____

Score: _____

Meets Criterion for Creativity/Characteristics Component ☐ Y ☐ N

General Education Documentation of Classroom Interventions – Form A

(Documentation of Response to Intervention)

Student _____ Date of Birth ____/____/____ Sex____ Ethnicity (Optional) _____

Many needs of students identified as Intellectually Gifted can be provided through general education interventions. Any one of the areas listed below may demonstrate student need for special education services.

INSTRUCTIONS: Answer the following questions and document any accommodations that have been used with the student. Describe all specific accommodations or instructional programs for this student and the time interval in which each accommodation was used.

☐ **YES** ☐ **NO** The student has mastered grade level content.

List areas of mastery: _____

How has mastery been demonstrated? _____

☐ **YES** ☐ **NO** Are supplemental materials needed for the student?

List materials: _____

How were materials provided? _____

☐ **YES** ☐ **NO** How much time does the student receive differentiated instruction with gifted peers in the general education program? _____

☐ **YES** ☐ **NO** Does the student receive instruction beyond the general education program?

Specify instruction received: _____

☐ **YES** ☐ **NO** Does the student receive community services?

Describe: _____

☐ **YES** ☐ **NO** Is there a discrepancy between the assessed student potential and actual performance in the general education programs?

Describe: _____

☐ **YES** ☐ **NO** Are the student's specific academic needs beyond those classroom modifications currently provided in the general education program?

Describe: _____

☐ **YES** ☐ **NO** Does the student's maturity and/or social/emotional level differ from those of general education classmates?

Describe: _____

☐ **YES** ☐ **NO** What transition needs does the student have beyond those available in the general education program?

Describe: _____

Classroom Teacher's Signature _____ Date ____/____/____

Attach any additional information that may be helpful in documenting this student's needs for special education services.

General Education Documentation of Classroom Interventions – Form B

(Documentation of Response to Intervention)

Student _____ Date of Birth ____/____/____ Sex____ Ethnicity (Optional) ____

Many needs of students identified as Intellectually Gifted can be provided through general education interventions. Listed below are accommodations that are most frequently utilized by classroom teachers with accelerated learners.

INSTRUCTIONS: Check box next to each intervention used and document all accommodations that have been used with this student. Describe the specific accommodation and the time interval in which the accommodation was used.

☐ **ENRICHMENT** – Classroom work is broader in scope, explores topics in greater depth and at higher cognitive levels, and involves many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **COMPACTING** – Allows the student accelerated mastery of curriculum materials typically presented to grade-level peers.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **ACCELERATION** – Takes advantage of the student's ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **GROUPING** – An arrangement whereby students are placed in groups which bring them in contact with others of similar abilities and interests.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **GUIDANCE** – Provides experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **INDEPENDENT STUDY or FLEXIBLE SCHEDULING** – Opportunities for the student to engage in exploratory study or pursue closely defined in-depth projects.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **TEAM TEACHING** – General education personnel with specific expertise in a particular area can be utilized.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **ADVANCED CLASSES/HONORS** – Classes designed for those students of advanced ability to engage in in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **SUPPLEMENTAL LEARNING MATERIALS** – Individual materials made available to encourage the student to pursue areas of individual interest.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **CLASSROOM CONTRACT** – Provides a student/teacher approach as opposed to teacher-centered mode of instruction.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **CLUSTER GROUPING** – Small clusters of students who have similar interests and abilities work together on specific tasks.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **MULTI-AGE GROUPING** – Allowing students of advanced ability opportunities to work in groups of varying time duration with students from other grade levels who have similar interests and abilities.

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

☐ **OTHER INTERVENTIONS:**

Description of Intervention: _____

Time Span of Intervention: _____ Was the Intervention Effective? ☐ YES ☐ NO

Explanation: _____

Are you aware of any factors that may impact or prevent this student's academic progress in the general education program? ☐ YES ☐ NO

If yes, please specify: _____

Classroom Teacher's Signature _____ Date _____ / _____ / _____

Attach any additional information that may be helpful in documenting this student's needs for special education services.

Accommodations for Intellectually Gifted Students In the General Education Classroom

Student _____ **Grade** _____ **School Year** _____

During the days/hours that the student is out of the regular classroom to accomplish the goal(s) on the IEP, the following accommodations will be made:

- ☐ The student will not be required to make up missed class work.
- ☐ If new material is introduced, the student will be instructed by a peer or teacher in a small group or one-on-one setting.
- ☐ The student will complete shortened assignments.
- ☐ If tests are administered, the student will take the test when s/he returns to the classroom.
- ☐ Other: _____

During the days/hours that the student is in the regular classroom, the following accommodations will be made:

- ☐ The student will compact in the following subject(s):

- ☐ Student may complete independent projects in lieu of chapter work when appropriate.
 - { } The project must be related to class work.
 - { } The student will present the project to his/her class.
- ☐ The student will complete alternate assignments when appropriate (e.g., more difficult spelling words, the "challenge" assignments).
- ☐ Subject acceleration will be allowed as appropriate.
- ☐ Other: _____

The following general education teachers have read and received a copy of this page:

Signature	Date	Signature	Date
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Intellectually Gifted Tracking Log – School Level

Grade Level Screening, /Individual Screening, Comprehensive Evaluation, Gifted Services

School _____

Grade Screened (circle one)

Person Responsible for Keeping This Tracking Log _____

School Year _____

1 2 3 4

List all students who are referred for Individual Screening	Date of Birth	Race/Ethnicity	Sex	Grade	Referred for Comprehensive Evaluation? (Yes/No)	ASSESSMENT INFORMATION: Assessment Option(s) – AO			Eligible (Yes/No)	Date Eligible (mm/dd)
						Educational Performance AO 1—6 Record 1) Highest AO 2) Points scored (10-20-30)	Creativity/ AO 7—13 Record 1) Highest AO 2) Points scored (10-20-30)	Cognition AO 14 Record 1) Test Acronym, 2) Split Discrepancy or SEM scores 3) Points scored (10-20-30)		
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

School Summary Data – for Intellectually Gifted End-of-Year Report

A, B, C. – current year / D. – all eligible students		Record # students by race/ethnicity—American Indian/Alaska Native (AI/AN), Asian/Pacific Islander (A/PI), Hispanic (H), Black (B), White (W)				
A. GRADE LEVEL SCREENING		AI/AN	A/PI	H	B	W
Total # Students in Grade Screened						
B. INDIVIDUAL SCREENING (all referral sources)		AI/AN	A/PI	H	B	W
# Students Individually Screened						
C. COMPREHENSIVE EVALUATION / ELIGIBILITY		AI/AN	A/PI	H	B	W
# Students Evaluated (all referral sources)						
# Students Eligible (IEP only) (all referral sources)						
D. PROGRAM DELIVERY-(all IG students with IEPs)		AI/AN	A/PI	H	B	W
Total # of IG Students with IEPs by Grade		K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __	K __, 1 __, 2 __, 3 __, 4 __, 5 __, 6 __, 7 __, 8 __, 9 __, 10 __, 11 __, 12 __

School System _____

END OF YEAR REPORT FOR GIFTED—TABLE 7

(current School Year)

Director of Gifted Services
Department of Education, Division of Special Education, 7th Floor
710 James Robertson Parkway, Nashville, TN 37243-0380

Each year an electronic copy of TABLE 7 will be forwarded to each district
Do not mail or fax a hard copy of TABLE 7 to this office, **Electronic Form Only**

Include in this report all referrals for gifted assessment that have been completed no later than June 30.
Referrals that have not been completed by June 30 (including the IEP Team eligibility determination) must be reported for the next School Year.

System and Reporting Information

Person Reporting _____

Phone _____ / _____ / _____ Email _____

Is the TN DOE Approved *LEA Plan for Gifted* on file? ☐ Yes ☐ No

Record the most recent revision / DOE Approval Date ____ / ____ / ____

Section A – Systematic Grade Level Screening

Reference the Intellectually Gifted Eligibility Standards – Evaluation Procedures:

Section c. (1) (a): “systematic child-find for students who are potentially gifted to include at least one grade level screening; and...” Grade Level Screening provides the means for conducting this systematic child find process. **Systems must provide a sound justification in writing if no data is submitted or data is reported as 0 (zero) in Section A.**

- Section A reports system wide grade level screening for Gifted Identification.
- Section A does not report students referred for Individual Screening.
- Section A does not report eligibility and placement for services.

System provides Grade Level Screening at grade [Check One]: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th☐ Other (Briefly Describe)

INSTRUCTIONS: Report by ethnicity the **Total Number of Students** provided Systematic Grade Level Screening for Gifted Identification in the current School Year

		Grade Level Screening (Student Total)
Ethnic Populations	White (Not Hispanic)	
	Black (Not Hispanic)	
	Hispanic	
	American Indian or Alaska Native	
	Asian or Pacific Islander	

School System _____

All students who were referred for Individual Screening and/or Comprehensive Evaluations in the current school year are reported in Sections B and C. Referrals that have not been completed by June 30 (up to and including the IEP Team meeting) will be reported in the next School Year.

Section B – Individual Screening

Reference the Intellectually Gifted Eligibility Standards – Evaluation Procedures:

Section C. (1) (b) (i) and c. (1) (b) (ii): “individual screening of these students in grades K-12 in the areas of educational performance; and creativity/characteristics of giftedness; and a team review of individual screening results to determine need for referral for comprehensive assessment.”

INSTRUCTIONS: Report the total number of students (**all referral sources**) by ethnicity who were referred and Individually Screened as a result of Systematic Grade Level Screening or other referral sources (i.e., parent, teacher, outside agencies).

		All Students Individual Screening (all referral sources)
Ethnic Populations	White (Not Hispanic)	
	Black (Not Hispanic)	
	Hispanic	
	American Indian or Alaska Native	
	Asian or Pacific Islander	

School System _____

Section C – Comprehensive Evaluation and Eligibility

Reference the Intellectually Gifted Eligibility Standards – Evaluation Procedures:

Section c. (2): “Comprehensive Assessment: (a) individual evaluation of cognition or intellectual ability; (b) individual evaluation of educational performance and creativity/ characteristics of giftedness, the need for expanded assessment and evaluation in each of these areas to be based on results of Individual Screening; and regardless of specific criteria used to determine or identify the student with Intellectual Giftedness; (c) completion of assessment procedures in the three component areas (cognition, educational performance and creativity/ characteristics of giftedness) for program and services planning; and...”

INSTRUCTIONS: Report the number of students by ethnicity and gender who were Evaluated and Services for Gifted were initiated in the current School Year.

Column 1 Report by ethnicity the total number of students (**all referral sources**) who received a Comprehensive Evaluation following procedures for Intellectually Gifted Standards described in the State Board of Education Rule 0520-01-09-.01.

Column 2 Report the total number of students (**all referral sources**) by race and ethnicity who were determined to be eligible (i.e., Eligibility Report and IEP written) for Special Education services in the current School Year.

		Column 1	Column 2
		Total Students (all referral sources)	Total Students (all referral sources)
		Receiving a Comprehensive Evaluation	Eligible as Intellectually Gifted (IEPs Only)
Race / Ethnicity	White (Not Hispanic)		
	Black (Not Hispanic)		
	Hispanic		
	American Indian or Alaska Native		
	Asian or Pacific Islander		

School System _____

Section D**Program Delivery – Special Education Gifted Services**

INSTRUCTIONS: Report by race/ethnicity and grade the number of students with an IEP Receiving Gifted Services (**all referral sources**). Include students receiving consultation services in the general education classroom when written into the IEP. Do not include students in Advanced Placement or Honors Classes, unless the student has an IEP.

		Grade Level												
		Kg.	1	2	3	4 th	5	6	7	8	9	10 th	11	12
Race / Ethnicity	White													
	Black													
	Hispanic													
	American Indian/ Alaska Native													
	Asian / Pacific Islander													

Checklist for Assessment of Gifted Services¹

Note: This is not a required component for assessment of students as gifted. It is a tool to assist districts in the development of policies, practices, and procedures that are culturally-fair and ensure appropriate identification and programming for all students who are gifted.

STATISTICAL ANALYSES	<ul style="list-style-type: none"> Racial/ethnic composition of the district's student enrollment Racial/ethnic composition of student population receiving gifted services <p>Determine if minority students are statistically underrepresented in gifted programs. A statistically significant underrepresentation of minority students warrants a further, school-by-school inquiry, including statistical data/analyses regarding:</p> <ul style="list-style-type: none"> Number (%) of students by race/ethnicity referred for evaluation for gifted eligibility Number (%) of students by race/ethnicity determined eligible for gifted services Number (%) of students by race/ethnicity withdrawing from, or otherwise discontinuing participation in gifted programs/services 	
NOTICE	Is the notice of the gifted program, with respect to both content and method of dissemination, effective?	
	Notice simply and clearly explains the purpose of the program, referral/screening procedures, eligibility criteria, and identifies the district's contact person.	
	Notice is provided annually to students, parents, and guardians in a manner designed to reach all segments of the school community.	
REFERRAL/SCREENING	Is there a disparity in referral rates of minority students? Determine if referral/screening practices and procedures are applied in a nondiscriminatory manner and if the district's practices and procedures provide equal access for all qualified students.	
	Multiple alternative referral sources, e.g.; teachers, parents, etc., are, in practice, accessible to and utilized by all segments of the school community.	
	Teachers and other district staff involved in the referral process have been trained and/or provided guidance regarding the characteristics of giftedness in general and special populations.	
	Referral/screening criteria are applied in a nondiscriminatory manner.	
	All referral/screening criteria are applied in a nondiscriminatory manner.	
	Standardized tests and cut-off scores are appropriate (valid and reliable) for the purpose of screening students for gifted services.	

¹ This document is designed to provide an overview of access concerns related to school districts' gifted programs. It is not intended as a standard of compliance with Title VI of the Civil Rights Act of 1964.



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